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ABSTRACT

One of 10 documents developed by the Preschool Program for Handicapped Children of the Putnam/Northern Westchester (NY) Board of Cooperative Educational Services, the report details accomplishments during the 1980-81 school year. The following are reported as major accomplishments: Joint Dissemination Review Panel (JDRP) unanimous approval; outreach funding for 1981-82; continuation funding for services to children and their families through the Family Court Act for between 100 and 150 children annually; The Long Range Effects of the Preschool Handicapped Program--A Followup Study; leadership institute on "The Efficacy of Early Childhood Education for the Handicapped" for local state and county officials; interagency collaboration evaluation; interagency cooperation chapter for TADS "Interagency Casebook"; Putnam/Westchester Early Childhood Special Needs coalition formed; two replication sites; over 200 requests for information; six completed products; over 30 awareness, conference, and training sessions; and publicity in 10 local newsletters. Specific program objectives are discussed in terms of direct supplementary services for children's services, parent/family participation, assessment of the child's progress, inservice training for project staff, training for personnel from other programs or agencies, demonstration/disseminaton activities, coordination with other agencies, continuation, and replication. Program spinoffs are separately considered. A major portion of the document consists of appendixes providing program materials organized according to the program objectives. (Author/DB)

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PUTNAM/NORTHERN WESTCHESTER

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

PRESCHOOL PROGRAM

A Regional Demonstration Program for
Preschool Handicapped Children

PROGRAM PERFORMANCE REPORT 1980 - 81

Administered by:

Special Education Department
Putnam/Northern Westchester
Board of Cooperative Educational Services
Yorktown Heights, New York 10598
914 - 962-2377

Project Director - Amy L. Toole

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PROGRESS PERFORMANCE REPORT

Abstract of Major Accomplishments

The following major accomplishments were achieved by the project during the 1980-81 school year.

1. Joint Dissemination Review Panel (JDRP) Unanimous Approval
2. Outreach Funding for 1981-82
3. Continuation Funding for Services to Children and their Families through the Family Court Act for between 100-150 Children Annually
4. The Long-Range Effects of the Preschool Handicapped Program: A Follow-Up Study
5. Leadership Institute on "The Efficacy of Early Childhood Education for the Handicapped" for Local State and County Officials
6. Interagency Collaboration Evaluation
7. Interagency Cooperation Chapter for TADS "Interagency Casebook"
8. Putnam/Westchester Early Childhood Special Needs Coalition Formed
9. Two Replication Sites
10. Over 200 Reqests for Information
11. Six Completed Products
12. Over Thirty (30) Awareness, Conference and Training Sessions
13. Publicity in ten (10) Local Newsletters

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* * * * * * *

PART II-A - ACCOMPLISHMENT REPORTING

I. DIRECT AND SUPPLEMENTARY SERVICES FOR CHILDREN'S SERVICES

Four (4) objectives related to this category were proposed in the third year demonstration outline. They are:

Objective 4 - to demonstrate a service delivery model that may be observed by interested educators, legislators, and other community leaders.

Objective 3 - to develop and demonstrate a classroom program and a home training program to meet the specific needs of preschool handicapped children.

Objective 2 - to adopt curriculum material to form the basis of the instructional program.

Objective 10 - to begin a process of redesigning of the curriculum as necessary, based on how graduates of the program are performing in their subsequent school placements. This was also stated as Objective 1 in the Plan for the third year of the project.

Each of these objectives is discussed separately.

Objective 4 - To Demonstrate a Service Delivery Model

A. Accomplishments and Milestones Met

The service delivery model developed by this demonstration project included the following components, described in detail in previous progress reports.

1. Search
    - a. During the 1980-81 school year, ten (10) on-site screenings were conducted by the preschool staff at local nursery schools and day care centers at the request of teachers and parents involved in the setting.
    - b. As part of the effort to locate handicapped children, during December 1981, parents and children enrolled in this project distributed over 300 posters and 300 flyers. They were posted in hospitals, doctors' offices, stores, libraries, etc. in the eighteen (18) component school districts which this BOCES serves.

c. An article (See Appendix I-A), describing this project was distributed to all component school districts for inclusion in their district newsletters. Croton-Harmon and Hendrick Hudson school districts published it in their fall and winter editions. Somers school district included an announcement of the BOCES preschool screenings on their monthly lunch menus.

d. Advertisements (see Appendix I-B), were placed in the local Pennysaver during the months of March, April and May, 1981.

e. Presentations for the medical community were made at the Northern Westchester Hospital in April, 1981, and the Putnam Hospital in May, 1981, in an effort to inform pediatricians about the services this project provides, and to enlist their aid in referring children to be screened.

f. Presentations were made at the special education Liaison Officers' meeting, and agencies throughout the community. A brief description of the program was given and help in search activities were solicited.

2. Screening

Between August, 1980 and May, 1981, the staff screened one-hundred seventy (170) children who may have been eligible for the program.

- Seventy-nine (79) of there children were accepted for the program.
- Thirty-eight (38) children were found not to be in need of any services.
- Fifty-three (53) children were found to be in need of further evaluation, and referrals were made to appropriate agencies; 13 were scheduled for rescreening in three to six months.

In-house screenings were scheduled twice every month and were conducted by a transdisciplinary team consisting of a psychologist, speech and language therapist, social worker and special education teacher. Screening procedures were described in previous progress reports.

3. Diagnosis

A transdisciplinary assessment developed by this project and described in the first year's report was scheduled for all children accepted into the program. All children were also evaluated using the McCarthy Scales of Children's Ability.

4. Classroom and Home Teaching Program

These will be described in the next section.

B. Evaluation

All activities projected for this goal were met.

Objective 3 - To Develop And Demonstrate a Classroom Program and Home Training Program

A. Accomplishments and Milestones Met

1. Classroom Program

a. Population, Funding and Individualized Instruction

Seventy-seven (77) children were enrolled in the eight half-day classroom programs which began in September, 1980. Four additional classes were added in February and March, 1981 because forty (40) additional children were identified as needing services. All services to children and their families were funded through Section 236 of the Family Court Act. Individualized Education Plans were developed for each child based on the transdisciplinary assessment conducted by the team, and in accordance with this program curriculum model.

b. Facilities

Three (3) sites were used for the twelve (12) classroom programs. Eight (8) programs were held in Yorktown, two (2) in Mahopac, and two (2) in Peekskill. All were held in elementary school buildings thus allowing the children to attend school at a location closest to their home and to be integrated into a school activity.

c. Parent Volunteer System

This system was replicated in all classroom sites. Thirty percent (30%) of the parents of the children enrolled participated in this program. Parents were requested to evaluate the system at the end of the year. All parents reported satisfaction with the system and reported that they found it helpful in learning activities and methods for working with their children.

d. Immunization Procedures

These were followed in accordance with New York State law. No children are allowed to enter the program without appropriate immunizations.

2. Home Program

A total of fifty-two (52) children between the ages of six (6) months and five (5) years of age were served in the Home Teaching Program during the 1980-81 school year. Eleven children were transferred to a classroom program mid-year. Some children were enrolled for several months and then referred to other programs (regular nursery school, day care, etc.). Enrollment at any one time was usually approximately 33. Home trainers visited each family once a week for two (2) hours. This program is a replication of the Portage Project. Individualized education plans were developed for each child and prescriptions were left with parents for working on specific skills with their children.

3. Mainstreaming Activities

Ten (10) children enrolled in the program were also able to participate in a nursery experience while receiving home training. Other mainstreaming activities included daily play with kindergarten children in their classrooms and on the playground, attendance and participation at school assemblies, and other school events.

4. Advisory Councel

Agendas included funding issues, search and child-find procedures, evaluation plan, demonstration and dissemination activities, staff needs assessment, staff training plan and evaluation. Minutes of these meetings are included in Appendix I-C.

B. Evaluation

All activities projected for this goal were met. The Advisory Council indicated strong support for all achievements and solutions to problems.

Objective 2 - To Adopt Curriculum Material

A. Accomplishments and Milestones Met

The completed curriculum developed in year two was adopted by all staff. It was distributed to the two (2) teachers hired mid-year and they were trained in its use.

The core elements of the curriculum include:

- Individualized educational plan including small and large group experience as appropriate.
- Language-based instruction.
- A structured daily routine.
- The importance of play as a vehicle for early childhood learning.
- The involvement of parents in the total program.

B. Evaluation

Curriculum implementation was rated as extremely high by the Center for Resource Management (CRM) and is described beginning on p. 39 of that report and summarized on p. 59.

Objective 10 - To Begin the Process of Redesigning the Curriculum as Necessary Based on How Graduates of the Program Are Performing in their Subsequent School Performance

A. Accomplishment and Milestones Met

A follow-up study of graduates since 1976 was conducted by CRM to gain insight into results of the curriculum impact and placement recommendations. Results of this study are included in a separate report accompanying the summary.

1. Introduce a New Program for "High-Risk" Graduates

The "Transition Class" (described in last year's report) for graduates of the Preschool Program who were not ready for regular kindergarten, but for whom the typical special education class seemed too restrictive was initiated in September, 1980. Ten (10) children were initially approved by their local Committees on the Handicapped for this program. An additional eleven (11) children were subsequently referred which necessitated starting a new class. Fourteen of the twenty-one children were graduates of the Preschool Program. Eight of the children are placed in regular kindergarten or first grade classes for the 1981-82 school year. The description of this program was included in last year's program performance report.

B. Evaluation

Based on the positive results of the follow-up study, impact evaluation study and transition program, no redesign of the curriculum was undertaken.

II. PARENT/FAMILY PARTICIPATION

One objective pertains to this category. It is:

Objective 9 - to increase the effectiveness of parents in facilitating the development of handicapped children.

A. Accomplishments and Milestones Met

All activities as listed in previous reports were accomplished.

1. Parent Orientation

The program coordinator conducted parent orientation sessions at each classroom location on the first three days of school in September, 1980. Eighty percent of the parents attended these meetings which described the total program and outlined the various ways parents are encouraged to be involved in the program. (See Appendix II-A for letter to parents and Appendix II-B for parent orientation agenda.)

2. Group Meetings

An eighty percent (80%) attendance rate was constant throughout the year for monthly meetings held by each teacher. An evening meeting was also held to allow working parents to participate.

3. Classroom Observation

The 80% observation rate reported in the continuation report was continued. As children were transferred from the home program to a classroom, parents were invited to observe a classroom, both before and after the transfer.

4. Parent Volunteer System

Thirty percent (30%) of the parents participated and rated the system itself excellent. They also stated that their knowledge of handicapped children and attitude toward them and skills in working with them improved.

5. Individualized Educational Plan and Transdisciplinary Assessment Participation

One hundred percent (100%) of the parents participated in these activities.

B. Evaluation

Parent receptivity, technical understanding and perceptions of student changes were evaluated by CRM and is described in that enclosed report.

III. ASSESSMENT OF CHILD'S PROGRESS

One objective pertains to this category. It is:

Objective 1 - to evaluate each child's developmental level and to design an individualized education plan (IEP) for each child.

All information regarding the evaluation design and results is included in the accompanying report from CRM.

IV. IN-SERVICE TRAINING FOR PROJECT STAFF

A. Accomplishments and Milestones Met

1. Staff Training

The following training sessions were held for all staff during the year based on the results of the one day Needs Assessment conducted in the Fall.

a. IEP Writing Workshop

Writing measurable objectives and obtaining baseline data was emphasized by CRM staff.

b. Agency Description Workshop - descriptions of area agencies (including hospital-based programs, nursery schools, speech and language facilities, and social service agencies) were given by staff who had visited. This will become an annual workshop.

c. Child Abuse, Neglect and Maltreatment

Two workshops were conducted by Child Protection Services. The first was an overview of laws, regulations and methods of identifying child abuse cases. The second was an informal session with all area supervisors and staff to discuss particular cases.

d. Motor Development

An overview of motor development and motor problems was conducted by a physical therapist from St. Agnes Hospital.

e. Readiness for Kindergarten

Staff reviewed a videotape by Dr. Bette Vincent and discussed goals for future placements of children.

f. Program Orientation

New staff participated in complete training for all aspects of the demonstration program including the transdisciplinary model, parent participation and volunteering, curriculum, and developing community awareness and interagency cooperation.

B. Evaluation

Staff training in regard to program implementation was studied by CRM (see report, p. 39). Workshop evaluation questionnaires distributed at the end of each training session indicated a high level of satisfaction and understanding.

V. TRAINING FOR PERSONNEL FROM OTHER PROGRAMS OR AGENCIES

Objective 5 - to provide consultation and assistance.

A. Accomplishments and Milestones Met

This is described fully in Section VI of this report.

VI. DEMONSTRATION/DISSEMINATION ACTIVITIES

Several objectives relate to this category. They include:

Objective 3 - to develop and demonstrate a classroom program and a home training program to meet the specific needs of preschool handicapped children.

Objective 4 - to demonstrate a service delivery model that may be observed by interested educators, legislators and other community leaders.

Objective 5 - to provide consultation and assistance to other intermediate units in local school districts which choose to adopt the service delivery model.

Objective 7 - to demonstrate support services which will assist area preschool programs, nursery programs and day care centers, to integrate handicapped children into their programs.

Additional objectives for this project's third year were stated in the original proposal as follows:

1. To redesign the curriculum as necessary using data collected on how "graduates" are performing in their school placements.
2. To assist selected school systems in New York State to implement the model developed.
3. To evaluate the effectiveness of this assistance.
4. To disseminate summary data and implementation guidelines throughout New York for preschool education of the handicapped.

A. Accomplishments and Milestones Met

In addition to those activities mentioned in previous sections, the following demonstration and dissemination activities were undertaken to accomplish the objectives listed.

1. Visitor Orientation

A visitor orientation was developed during the 1979-80 school year. The agenda for this program was included in last year's report. One hundred ninety (190) on-site visitor orientation programs were conducted during the 1980-81 school year.

Visitors who have visited the project this year include professionals from agencies within the community, student teachers, parents of prospective students, school district personnel and the following professionals:

July	1980	Nassau County BOCES Preschool Project
Sept.	1980	Children's Therapeutic Nursery Staff - Woodstock
Sept.	1980	Teacher-New York School for the Deaf
Oct.	1980	Students-College of New Rochelle
Oct.	1980	Speech Therapist-Donald Reed Speech Center
Oct.	1980	Monroe County BOCES Special Education Personnel
Oct.	1980	Ulster County Mental Health Professional
Oct.	1980	Our Montessori Nursery School Teachers
Nov.	1980	Palisades Preschool-Social Worker
Nov.	1980	Directed-Local Gifted/Handicapped Program
Nov.	1980	Teacher-Child Study Room - Monroe
Nov.	1980	Manhattanville College Students
Nov.	1980	BOCES Public Relations Director
Nov.	1980	Advisory Council Members
Nov.	1980	Director of Early Childhood Directions Center
Dec.	1980	Peekskill Head Start Staff
Dec.	1980	Yorktown Head Start Staff
Dec.	1980	Speech Diagnostician-Burke Rehabilitation Center
Dec.	1980	Carmel Committee on the Handicapped Chairperson
Dec.	1980	Speech Therapist Administrator-Stony Point
Dec.	1980	State Education Department, Bureau of School Psychology and Social Work
Jan.	1981	SETRC Consultants
Jan.	1981	Winward School Staff
Feb.	1981	Local University Student Teachers
Feb.	1981	Martin Luther King, Jr.-Yonkers-Special Education Teacher

March 1981	St. Agnes Hospital-Physiatrist
March 1981	New Rochelle Graduate School Student
March 1981	Chappaqua Resource Room Teacher
March 1981	Montessori Children's Room - Nursery School Teacher (Armonk)
April 1981	Wassaic Developmental Center Staff
April 1981	Astor Child Guidance Center-New York
April 1981	Westchester Association for Retarded Children Directors
May 1981	Director of Westchester Head Start
May 1981	(Psychology) Doctoral Candidate-CUNY
June 1981	Director & Teacher-Philadelphia HCEEP Project
June 1981	Katonah Teacher-Transition Class
June 1981	Special Education Consultant-Westchester/ Rockland Head Start Coalition

2. Local Activities

Local activities were conducted by preschool staff to inform the community about program services.

Nov. 1980 & March 1981	Two Preschool Happenings for area Nursery, Day Care and Head Start Programs	Workshop
Nov. 1980	Country Children's Center - Katonah	Awareness Workshop
April 1981	Pediatric Groups at Local Hospitals	Presentations
April 1981	Somers Health Fair	Booth Presentation
April 1981	Bazaar Mall	Booth
May 1981	Galleria - White Plains Westchester Better Speech and Hearing Program	Booth

May	1981	SETRC - Mini Conference for Parents of Special Needs Children	Presentations

A total of 340 participants were involved in the local activities.

3. Awareness Workshops

Awareness workshops were conducted throughout the year to inform programs of our model components.

Nov.	1981	BOCES Communications Disorders/Hearing Impaired Staff	Parent Volunteer System
Jan.	1981	ANYSEED Mini Conference	Home Training and PVS
May	1981	Ossining Pre-Kindergarten Programs	PVS
June	1981	Port Washington Parent Resource Center	Home Training

A total of 85 participants attended the workshops.

4. Conferences

Conference attendance and dissemination efforts have included panel presentations, poster sessions and displays.

Panel Presentations

1. The Consortium Convention CEC/AAMD/NYSATH
   Concord Hotel, New York - November 1980
   Transdisciplinary Model
2. Association of New York State Educators of the Emotionally Disturbed (ANYSEED)
   Yorktown Heights, New York - January 1981
   Techniques for Maintaining the Preschool Acting-out Child in the Least Restrictive Environment
3. Third Annual First Step Preschool Handicapped Institute
   Myrtle Beach, South Carolina - March 1981
   Parent Volunteer System

4. New England Educational Research Organization (NEERO)
   Lenox, Massachusetts - April 1981
   Parent Volunteer System
5. International Council for Exceptional Children
   New York, New York - April 1981
   Techniques for Evaluating Programs for Young Handicapped Children
6. Westchester Council for Exceptional Children
   Yonkers, New York - May 1981
   Parent Volunteer System

Poster Sessions

1. United Cerebral Palsy of Illinois Conference
   Peoria, Illinois - March 1981
2. Somers Health Fair
   Somers, New York - April 1981

Display Booths

1. The Consortium Convention CEC/AAMD/NYSATH
   Concord Hotel, New York - November 1980
2. HCEEP Director's Conference
   Washington, D.C. - December 1980
3. New England Education Research Organization (NEERO)
   April 1981
4. Bazaar Mall - Putnam/Northern Westchester BOCES Display
   Mount Kisco, New York - April 1981
5. Association for New York State Educators of the Emotionally Disturbed
   April 1981
6. Westchester Speech and Hearing Association - Better Speech and Hearing Month
   White Plains, New York - May 1981

5. Training Workshops

The Regional Demonstration Program has had productive experience in providing training and technical assistance to programs interested in implementing the program curriculum, home training, parent volunteer system and transdisciplinary model. Training has been conducted in New York State to comply with additional objective #2.

Training for the following replication sites has been conducted:

1. The Children's Annex - Therapeutic Nursery
   Woodstock, New York
   Training was provided to 15 people serving 20 children in:
   a. The Parent Volunteer System
   b. The Transdisciplinary Model
   c. Parent Group Meeting Techniques and Topics
   d. The Interactive Teaching Process
2. Project Early Detective II - Warwick Preschool Program
   Warwick, New York
   Training was provided for 12 people serving 30 children in the following components:
   a. The Parent Volunteer System
   b. The Transdisciplinary Model
   c. Parent Group Meeting Techniques and Topics
   d. The Interactive Teaching Process
3. Nassau County Boces - HCEEP Preschool Project
   A needs assessment was conducted with this project to investigate:
   a. Search
   b. Programming, and
   c. Continuation Funding
4. Westchester Association for Retarded Children
   White Plains, New York
   Training was provided to 25 people serving 45 children in:
   a. Curriculum Analysis
   b. Parent Group Meetings
   c. Classroom-Directed Home Training Activities

5. **The Charles Lea Center**

Spartanburg, South Carolina

Training was provided to 25 people serving 50 children in:

a. The Parent Volunteer System

The first two programs listed above thus became complete replication sites during the second year of the project.

6. **Articles and Newsletters**

An article appeared on June 24, 1981 in the Peekskill Evening Star regarding the Institute that was conducted by the Regional Program for local legislators.

A description of the project's service delivery model and demonstration/dissemination activities appeared, in the following newsletters:

1. The Putnam/Northern Westchester BOCES Reporter
2. The Croton-Harmon School Newsletter
3. The Lindsay School Newsletter
4. The Early Childhood Directions Center Newsletter
5. Funding Reports - Education News Bureau
6. Teacher Topics
7. Westchester Association for the Education of Young Children Newsletter
8. "The Pennysaver"
9. The SETRC Newsletter - Conveyor

Samples of the above are included in Appendix IV-A.

Demonstration Newsletter

A newsletter was developed and distributed monthly to all preschool staff, BOCES Special Education administrators, Advisory Council members and the BOCES Superintendent in order to keep them informed of the many activities of this project (samples are included in Appendix VI-B.)

7. **Mailings**

Over 200 requests for information on the preschool program resulted in mailing information on parent involvement, service delivery, training workshops and product development.

Mailing lists were developed to distribute advertisements regarding this project's training procedures and products. Mailing lists included the following groups:

1979-80 and 1980-81 participants of Awareness Workshops held at conferences

New York State Regional Early Childhood Directions Centers

New York State Association for Learning Disabilities (NYALD) chapters and units

Nursery schools in Putnam and Westchester counties

Local professional organizations (serving handicapped children)

The New York State Experimental Pre-Kindergarten Programs

Handicapped Children's Early Education Projects

New York State Directory of Public Schools

State of New Jersey Preschool Projects

1981 AAMD Conference participants

New York State Speech and Hearing Association membership

At present, 200 letters have been mailed and over 175 order forms and requests for training have been returned.

Summary data and implementation guidelines were disseminated throughout New York State (Additional Objective #4), in addition to the previously mentioned mailings.

8. Product Development

A. Training and Public Relations Manuals

A variety of products have been developed for distribution and are included with this report.

These include:

1. The Curriculum Model for a Regional Demonstration Program for Preschool Handicapped Children
   Based on theories of Piaget, Gesell, Bloom & Lahey and Brophy, this curriculum describes an approach to teaching skills that accounts for developmental stages with emphasis on language development and the acquisition of social skills.
2. Preschool Project Manual
   A staff orientation manual covering all requirements of the project including evaluation.
3. The Parent Volunteer System, A Manual and Activity Catalog for Teachers
   A manual and activity catalog used in training teachers in a system for involving parents as volunteers. Includes samples of instructions for parents, suggested group activities and suggested parent orientation and training sessions.
4. The Transdisciplinary Training, Assessment and Consultation Model
   A comprehensive training manual for special education personnel to ensure maximum use of all clinical team members' time.
5. A Guide for Creating Community Awareness and Developing Interagency Cooperation
   A "how-to" manual for encouraging and fostering interagency cooperation; includes methods for developing two-way referral systems and starting a community awareness program and provides tools for evaluation of the process.
6. Classroom-Directed Home Training Activities
   A developmental index of home teaching activities for use as a curriculum tool. Prescriptive

weekly activity sheets are organized by areas of child development. The sheets are presented in a developmental sequence.

B. Training Materials

1. The slide show, developed in the fall of 1979, includes current evaluative data, staffing patterns and services to children. The slide show is used for visitor orientation programs, parent orientation and conference presentations.
2. A Transdisciplinary Assessment training videotape was developed to demonstrate a pre-assessment case conference, parent interview and child assessment. The videotape has been utilized as a segment of the full-day training workshops at the replication sites.
3. A comprehensive training manual has been developed by program staff to include all awareness workshops and full-day training workshops.
4. Large posters displaying service delivery model and program components were developed for use at conferences.

9. Dissemination of Summary Data for Key New York State Decision-Makers

(Additional Objective #4)

Institute - Efficacy of Preschool Education for the Handicapped

An institute for local legislators and county executives was conducted on June 5th. Dr. Battles, Superintendent of BOCES Putnam/Northern Westchester; Dr. Irvine, Director of Special Education; Amy Toole, Regional Program Project Director; and Susan Koen, Center for Resource Management Evaluation Consultant, presented information to the participants regarding; local needs for preschool special education, national and local evidence of effectiveness and recommended elements for programming in New York State. (See Appendix VI-C for Institute Agenda and Handouts.)

B. Evaluation (Additional Objective #3)

An evaluation questionnaire was distributed to participants at each presentation. Results indicated that all participants rated the overall workshops as excellent or good.

The evaluation of the Demonstration/Dissemination component was based upon data obtained through document/record reviews of the Outreach Services Logs completed by project staff. These logs described all outreach activities, including the type of D/D services provided, the type of requests received, the person/agency receiving services, and all follow-up activities conducted. Descriptive statistics, e.g., frequency counts and cross-tabulations, were calculated to provide data for this program and is included in the CRM report along with an evaluation of the South Orangetown Replication site.

VII. COORDINATION WITH OTHER AGENCIES

Two objectives relate to this category. They are:

Objective 7 - to demonstrate support services which will assist our preschool programs, nursery programs and day care centers to integrate handicapped children into their program.

Objective 8 - to involve BOCES and local school district staff in the development of each handicapped child's placement upon reaching school age is in the least restrictive environment and that the transition is made smoothly.

Each of these objectives is discussed separately.

Objective 7 - To Demonstrate Support Services

A. Accomplishments and Milestones Met

1. Preschool Happenings

An invitation included in Appendix VII-A was extended to forty-seven (47) local preschool facilities to attend a two (2) hour workshop conducted by the BOCES preschool staff. Twenty-three (23) persons representing twenty (20) agencies attended this workshop.

2. On-Site Screening

Screenings were conducted hy the preschool staff in ten (10) nursery schools and day care centers requesting this service. A total of forty-three (43) screenings occurred with children identified as having possible special needs by their nursery school. Materials on behavior management and mainstreaming children with special needs have been distributed to the staff of those centers. Informal consultation and demonstration of effective management techniques have also been conducted after these on-site screenings at the teacher's or director's request.

B. Evaluation

An evaluation questionnaire was distributed to the Preschool Happening participants. The response was extremely positive indicating interest in having similar meetings in the future. Informal telephone conversations conducted by the Project Director revealed highly positive feelings about the screenings by nursery school staff. All indicated they would request service annually.

Objective 8 - To Involve BOCES and Local School District Staff in the Development of Each Handicapped Child's Specific Program

A. Accomplishments and Milestones Met

Activities and procedures developed during the first two years of this project in describing last year's report have been continued. In addition, each district was kept informed of all IEP conferences so that a representative might attend. A transition class was also proposed and agreed to by districts where children who are in need of this type of service.

B. Evaluation

Districts have responded positively at liaison meetings regarding the preschool program and its effort to communicate with them. The results of an annual survey distributed to them also indicated satisfaction with the program and its coordination with districts.

Other Activities Related to Coordination with Agencies

1. Presentations were made at Putnam Community Hospital and Northern Westchester Hospital to coordinate services and increased communication between the medical community and this preschool project.
2. Meetings and visitor orientation were conducted with several psychiatrists and neurologists in an effort to increase coordination with these professionals.
3. Meetings were held with the Westchester County Health Department to facilitate processing of the Family Court petitions and to receive reimbursement for services provided.
4. Meetings were held with special education liaison officers from each school district three (3) times during the year. Agendas included: description of services including a slide presentation, and procedures for placement of graduates.

5. The Putnam/Northern Westchester Early Childhood Special Needs Coalition was formed to coordinate services among agencies.

VIII. CONTINUATION AND REPLICATION

Two objectives relate to this category. They are:

Objective 11 - to seek alternative funding sources for long term continuation of services to preschool handicapped children in the Putnam/Northern Westchester area.

Objective 5 - To provide consultation and assistance to other intermediate units and local school systems which choose to adopt the service delivery model.

Each of these objectives is discussed separately.

Objective 11 - To Seek Alternative Funding Sources

A. Accomplishments and Milestones Met

1. Funding Through the Family Court Act

This goal was achieved during the first year of operation and reported in last year's progress report. Meetings were held with County officials again this year. Cash flow continued to be a problem, although the turnaround time was considerably shorter this year.

2. Legislative Activity

Legislation was proposed in the Regent sponsored bill and a bill sponsored by the Governor's Council on Children and Families for preschool handicapped education.

Parents were urged to send mailgrams and make phone calls to their local legislators and chairmen of committees in the Legislature to urge passage of legislation.

B. Evaluation

1. As of June, 1981, tuition has been received on almost all students. Other tuitions were forthcoming.
2. Neither bill was passed.

Objective 5 - To Provide Consultation and Assistance to Other Intermediate Units and Local School Systems

A. Accomplishments and Milestones Met

These were described in the demonstration and dissemination activities section.

B. **Evaluation**

An evaluation of outside replications was completed on one replication site and is included in the CRM report.

PART II-B - SPINOFFS

A. Services to Children and Families

1. Needs Assessment Results

Results of the TADS needs assessment conducted by the Project Director are included in Appendix B-A. A number of changes for 1981-82 were adopted because of this. These included:

a. Therapeutic Environment Committee

A new section of preschool program will begin in September 1981 entitled Nursery Environment for Emotional Development (NEED) for children who have not improved significantly in social/emotional skills through the use of the Regional Demonstration Program Curriculum (see Appendix B-B for proposal).

b. Parent Services Committee

A parent services agreement was developed for use with parents. A two-day per week counseling program was developed and will be implemented in the 1981-82 school year (see Appendix B-C).

c. Kindergarten Teachers Workshop

All kindergarten teachers from the eighteen (18) component districts were invited to attend an afternoon workshop with the preschool staff (see Appendix B-D). This will be an annual event.

d. Arts and Crafts Policies

A workshop to develop a policy on Arts and Crafts was held and a policy developed (see Appendix B-E).

2. Evening Parent Meetings Plan

Based on the expressed needs of parents, a committee was developed to plan parent meetings for working parents during the 1981-82 school year. Four meetings are planned discussing the topics: preschool curriculum, speech and language development, behavior management, and future services for your child.

3. Transition Program

The transition program for five year old children was so successful that school districts' referrals increased and a second class was begun in November 1980.

4. Policy on Abuse and Maltreatment

An interagency committee comprised of Westchester Child Protective Services and this project set policy procedures for reporting abuse or maltreatment. These were shared with: preschool staff, district special education liaison personnel, and with all other preschool programs at a large regional meeting.

B. Demonstration and Dissemination

1. Westchester/Putnam Early Childhood Special Needs Coalition

A coalition was formed of 16 public and private early childhood special needs providers in this area. This project Director and the Director of the Early Childhood Direction Center served as co-chairpersons.

2. Public Testimony Re: Early Childhood Education Legislation

A major accomplishment of the group was the preparation of a testimony re: Needs for Services for Disabled Children in New York State, Ages Birth to Five. This was presented by the Project Director at a Public Hearing in New York City in November and was included in the mid-year progress report.

3. Westchester Association for the Education of Young Children Newsletter

An article was written and published in this newsletter regarding the Coalition and is included in Appendix B-F.

4. Chapter for TADS Interagency Casebook

A chapter for the TADS Interagency Casebook was written and sent to TADS for inclusion in that document. (See Appendix B-G.)

5. Outreach Proposal

A proposal to continue demonstration and dissemination efforts was prepared and a grant awarded for this purpose.

6. Joint Dissemination Review Panel (JDRP)

Unanimous approval by the JDRP was granted on June 29, 1981, thus validating this project. (See Appendix B-H.)

C. Research

1. Long-Range Effects of the Preschool Handicapped Program

This research undertaken by CRM indicated positive, lasting effects, especially in the areas of pupil performance, socialization with peers, and attitude toward school. The full report is included with this report.

2. Interagency Collaboration Study

Since this project has emphasized interagency collaboration, both in actual practice and in product development (such as, A Guide to Creating Community Awareness and Interagency Cooperation, and Interagency Cooperation Casebook chapter), a method for analyzing the results of these efforts was necessary. CRM developed a questionnaire which was sent to all local area agencies. The results of this survey which studied involvement, collaboration, knowledge and receptivity, are included in the evaluation report included with this report. In general, the survey showed that the program had developed effective linkages with outside agencies and that the preschool program is considered an excellent service.

APPENDICES

BOCES preschool helps youngsters

Every year a few Croton preschoolers attend a unique demonstration project administered by Putnam/Northern Westchester Board of Cooperative Educational Services.

This project serves preschool children from birth to 5-years-old who are delayed in the development of motor, visual, hearing, speech, language or social adjustment skills. Federal funds provide the monies to run the program.

There are eight classroom programs in operation, two at the Lakeview School in Mahopac, four at French Hill School in Yorktown and two at the McKinley School in Hendrick Hudson. The children attend 2½ hours, five days per week in either the morning or afternoon. Parents are involved in all aspects of the program, including meetings, observation and volunteering.

A home teaching program is also provided for children from birth to age five who are not old enough for a classroom experience, whose major difficulty is behavior management within the home and family, or who are attending a regular nursery school but need some specialized intervention to maximize their learning in that setting. A home trainer visits every week and demonstrates activities for the parent to do with the child to foster development.

Children may be referred for the program by parents or professionals. If you have concerns about a preschool child's development, call 245-2700, x 394 for information and a screening appointment. Parents are welcome to observe the classrooms and may call this same number to arrange a visit.

Seventy-one percent of the children who graduated in 1979 are now attending nursery school, kindergarten or kindergarten with a related service such as speech therapy. Early intervention resulted in few children needing specialized services when reaching school age.

CHHS

1981 DAR GOOD CITIZENSHIP award winner is Karen Pezanowski. Karen, Tom Cristello and Terry Cline were chosen by the senior class as students best representing the DAR good citizenship criteria of dependability, service, leadership and patriotism. The high school faculty chose Karen as the final winner. Karen will continue competition for awards at the district, state and national levels.

Karen is the daughter of Mr. and Mrs. Stanley Pezanowski of Benedict Boulevard. She is vice president of the class of 1981, active in student government, yearbook, drama, AFS and is a cheerleading co-captain. A college education with a major in English or communications is a part of her future plans.

AREA ALL STATE band and orchestra members from Croton include: James O'Connor, Karen Feit, Ian Mader, Bill Dutzek, Tim Robinson, Steven Klurfeld, John Bohn, Heather Taylor, Clark Waterfall and Lynn Nye.

These students were selected through competitive auditions last May. The area all-state concert will be in January at the Westchester County Center.

Selected for all-state jazz ensemble was Clark Waterfall and for concert band, James O'Connor. These students will perform from Nov. 30 to Dec. 3 at the Concord Hotel.

ALL COUNTY GIRLS FIELD HOCKEY members from CHHS are Victoria Perkins, Stephanie Perry and Holly West.

WATCH for the senior talent show, coming up in December!

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York

PRESCHOOL PROGRAM

MINUTES OF ADVISORY COUNCIL MEETING OF May 8, 1981

Attending: Mrs. Schibuk, Roger Padwe, Peggy McDonald, Renee Simon, Eileen Torrey, Kathy Petisi, Amy Toole

FUNDING FOR NEXT YEAR:

Amy described the present situation in regard to financing the Preschool Program for next year. The three year Demonstration Grant has ended. A new proposal was written for an Infant High Risk Program but was not awarded to us. A proposal for one additional year of Demonstration has been written but no word has been received from the Department of Education to date. Funding for services for next year will be through the Family Court Act. Although tuition is being raised because the Federal Grant has ended, the amount will still be in keeping with tuition for preschool children from other programs in this geographical area. Amy will send a letter of justification to each County when she sends the petitions.

EFFECTS OF FEDERAL BLOCK GRANTS:

Amy distributed a booklet and discussed effects that Block Grants will have on Special Education in general. She also described a meeting which she is having with some of the local legislators in the beginning of June.

SEARCH AND SCREENING:

Amy explained that posters and flyers were distributed in stores and supermarkets before Chirstmas and ads were presently being placed in the Pennysaver to identify children for September. Presentations have been given to local pediatricians at Northern Westchester Hospital, Putnam Hospital and Peekskill Community Hospital. These presentations have resulted in an increase in referrals from doctors. Last year doctors referred the least number of children; this year they referred the most number of children. The number of screenings from doctors and other source of referrals are included as an appendix.

PRESENT PROGRAMS:

141 children are presently enrolled in the program. Types of handicapping conditions are: Physically Handicapped (23); Emotionally Disturbed (22); Speech/Language/Severe (80); Hearing Impaired (7); Severe Learning Disabled (9). Two classes have been added since February at the French Hill School.

PLANS FOR NEXT YEAR:

It is estimated that 105 children will begin preschool in September in the present four classrooms or home program. Parent counselling through an on-site mental health agency, a contract with St. Agnes for Physical therapy and Occupational therapy, and a possible separate grouping for Severely Emotionally Disburbed children in need of a more psycho-educational approach are being investigated for September.

DEMONSTRATION AND DISSEMINATION:

Kathy described training which has occurred this year and which I have enclosed. She also described the Awareness Workshop and Teacher Training Workshops which have been developed through the Grant, as well as the materials which are available at cost. Descriptions of these are enclosed.

EVALUATION:

The evaluation of the program is again being conducted by outside evaluators. They are also conducting a longitudinal study as to how all the children that graduated from the program since 1976 are doing in their present programs. These results should be available by the next Advisory Council Meeting.

RECOMMENDATIONS:

The following recommendations were made by Advisory Council Members:

1 - Regarding Block Grants:

  a) Since it appears that these are being passed at the Federal level, efforts should be put into influencing state legislators so that money will be expended for the preschool handicapped.

  b) A simple packet of information should be prepared for the local legislators regarding the efficacy of preschool education.

  c) Parents on the Advisory Council should inform other parents at the June group parent meeting about writing letters to their local legislators and how to write them.

  d) The special education department should send out information to all parents regarding the block grants.

2 - Search:

  a) Preschool should give presentations at Phelps Memorial Hospital and Grasslands.

  b) Advocate that principals send information home on their school lunch calendars.

  c) The chairman of the local P.T.A. association should also be contacted.

3 - Demonstration & Dissemination:

a) Maureen Ryan from Westchester Community Services Council should be contacted in order to find out the name of the Chemical Bank contact. This agency might be able to print some of our products as part of their community relations program.

The next meeting of the Advisory Council will be on Tuesday, June 16, 1981 at 9:00 at the French Hill Elementary School, Baldwin Road, Yorktown Hgts., N.Y.

Respectfully submitted,

Amy L. Toole, Project Director
A Regional Demonstration Program
for Preschool Handicapped Children

ALT:mf

PRESCHOOL
PROGRAM

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

PAUL IRVINE
DIRECTOR
SPECIAL EDUCATION

AMY L. TOOLE
SUPERVISOR
PRESCHOOL PROGRAMS

January 5, 1981

MINUTES OF PRESCHOOL ADVISORY COUNCIL MEETING OF 11/24/80

Attending: Noreen Morris, Judy Zahra, Helen Feinberg, Ruth Barsich, Enid Schibuk, Janet Younng, Ellen Nolan, Amy Toole

The Advisory Council discussed the following topics:

1. Evaluation study (report attached or received at meeting)
2. Staff Needs Assessment (Minutes Attached)
3. Testimony given at New York City Public Hearing - (testimony attached).
4. Policies and procedures for suspected abuse and neglect (will be available at next meeting)

The next meeting will be held in late March. The agenda for the meeting will include:

1. Policy for suspected abuse and neglect.
2. Results of follow-up study on children for 1976.
3. Product completions.

Respectfully submitted:

Amy L. Toole, Project Director
A Regional Demonstration Program
for Preschool Handicapped Children

1/5/81

PRESCHOOL
PROGRAM

A Regional Demonstration Program For Preschool Handicapped Children

PAUL IRVINE
Director
Special Education

AMY L. TOOLE
Supervisor
Preschool Programs

MINUTES OF ADVISORY COUNTIL MEETING
10/30/80

New Proposal submitted - Amy described that a proposal for a new three year demonstration project was submitted to the Office of Education. A copy of the abstract was distributed.

Carol Eagen - Reported on status of Preschool. Her report is attached. The new transition class was described. That report is also enclosed.

Kathy Petisi - Reported on Outreach activities with which she is presently involved. These are also enclosed.

No concerns regarding these items were expressed.

NEXT MEETING:

The next meeting will be held at the new Preschool Office at French Hill School on Monday, November 24th. Members are invited to arrive between 9AM and 10AM to have the opportunity to observe in the classrooms. The meeting will begin at 10:00AM. Agenda will include:

1. Results and discussion of evaluation study.
2. Results and discussion of staff needs assessment.
3. Discussion of policies and procedures for suspected abuse and neglect.

Respectfully submitted:
Amy L. Toole
11/12/80

PUTNAM NORTHERN WESTCHESTER BOCES
LINKING LOCAL SCHOOL DISTRICTS AND THE STATE THROUGH SERVICE

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

YORKTOWN HEIGHTS, NEW YORK 10598 (914) 245-2700

JOHN J. BATTLES
District Superintendent

Dear Parents:

I'd like to take this opportunity to welcome you and your child to the Preschool Program in the Fall. Classes will begin on Wednesday, September 9, 1981. The following information should be helpful to you in planning for the fall.

CLASS PROGRAM:

Your child will be attending ______________________________
in the ______________________ school district.

The session for this class ____________________.

Yours child's teacher will be __________________

Her assistant is ___________________________.

The phone number for the class is _______________.

TRANSPORTATION TO CLASS:

ALL ARRANGEMENTS FOR TRANSPORTATION ARE MADE THROUGH YOUR SCHOOL DISTRICT TRANSPORTATION OFFICE. Your school district should be contacting you the week before school to tell you about the busing arrangements for your child. If you have any questions about busing, please call YOUR SCHOOL DISTRICT TRANSPORTATION OFFICE, since they are the people who make all the arrangements.

If you wish to drive your child the first few days, please inform your school district transportation office regarding when you would like them to begin to pick up your child.

PARENT ORIENTATION:

We have scheduled an orientation session for parents of children entering the program for the first time, to acquaint you with the various aspects of our Preschool Program. It is important that you attend since it will help you to understand your child's program. Please come to the session which is at the same time as your child's school program.

If your child attends:	Parent Orientation will be at:
FRENCH HILL AM SESSION	French Hill, Wednesday, September 9, 8:30 - 9:30 AM.
FRENCH HILL PM SESSION	French Hill, Wednesday, September 9, 12 - 1 PM.
F. G. LINDSAY AM SESSION	F. G. Lindsay, Thursday, September 10, 8:30 - 9:30 AM.
F. G. LINDSAY PM SESSION	F. G. Lindsay, Thursday, September 10, 11:45 - 12:45 PM.
LAKEVIEW AM SESSION	Lakeview, Friday, September 11, 8:30 - 9:30 AM.
LAKEVIEW PM SESSION	Lakeview, Friday, September 11, 11:45 - 12:45 PM.

Please complete the attached form with emergency phone numbers and return it as soon as possible in the enclosed envelope.

I hope that you are having a very pleasant summer and I am looking forward to a very rewarding school year. If you have any questions regarding the opening of school, please call Carol Eagen, Program Coordinator, or myself at 962-2377.

Sincerely,

Amy L. Toole

Amy L. Toole
Supervisor
Preschool Programs for
Children with Special Needs

ALT:bas
Enc.

II - B

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York 10598

PRESCHOOL PROGRAM

PARENT ORIENTATION AGENDA

Welcome - Introduce Clinical Team Members

Describe Program

- 10 children in class
- special education teacher and teacher aide
- speech therapist 3 days/week
- 1 day/week diagnostic evaluations -- some parents and children have had the transidsciplinary assessment done already
- Individualized Educational Plan will be developed within a month -- parents will be asked to meet with teacher individually to review short and long term goals.
- Monthly Parent Meetings will be held -- they will be announced -- different topics
- Parent Volunteer System -- 1 day per week -- follow the schedule of the class
- index card will explain what you are to do
- parent training will be involved
- all parents are asked to observe class first in October -- volunteering will not start until at least November
- Snack - $3.00/month -- pay in advance
- Smocks

Review forms

1) request for program)
2) health forms) Should be completed prior to entry
3) family information sheet)
4) emergency phone numbers - make sure it's close
5) permission for photographs and videotaping
6) permission for walk

Procedures

If your child is sick: Call school and transportation office in districts

Transportation Problems: Call district and/or Program Coordinator

Telephone: Call between 8-8:30 A.M. , 11:00 A.M. - 12:00, or after 2:30 P.M.

6/24/81

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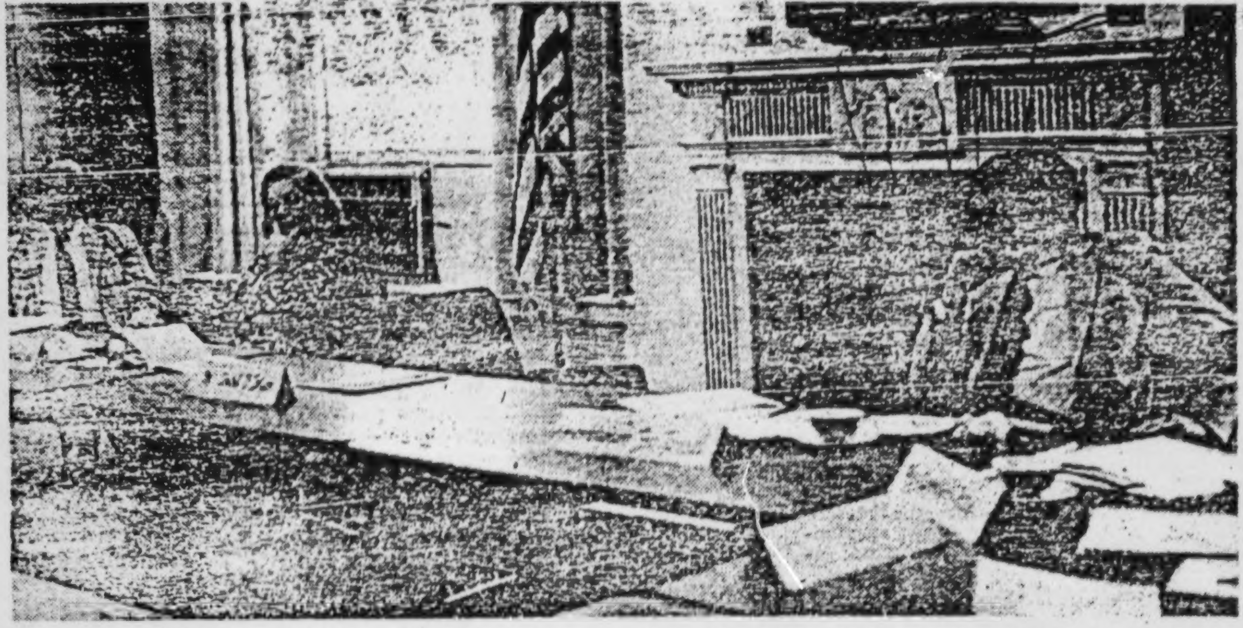

PRESCHOOL INSTITUTE—State Senator Mary Goodhue (center) and State Assemblyman Jon Fossel (right) were among those attending a recent BOCES preschool institute at which a revised method of funding preschool education for the handicapped was discussed. John Battles, BOCES superintendent, is at the left. Photo by Marian Kisch

Discuss funding for preschoolers

YORKTOWN — The need for a revised method of funding preschool education for the handicapped and the cost effectiveness of such a program were discussed at a recent institute attended by State Senator Mary Goodhue and Assemblyman Jon Fossel.

The regional preschool program at the Putnam-Northern Westchester Board of Cooperative Educational Services, sponsor of the institute, handles approximately 150 children per year in its special program. They petition the family court for services.

Paul Irvine, director of special education at BOCES, said that new legislation is needed to serve all the handicapped children from birth to age five. He said full state funding would be preferable to the present situation.

According to Amy Toole, coordinator, the preschool program would actually save money by helping these children at a younger age," Ms. Toole said.

Sue Koen, an evaluation consultant for the Center for Resource Management in Yorktown Heights, said she conducted an independent evaluation of the preschool program and found it to be a most successful one. The program helps students acquire language, motor, social and cognitive skills. A follow-up study of graduates of this program showed that 98 percent of the parents felt their children would not have done as well in kindergarten if they had not participated in the BOCES preschool program. In addition, not one of the students has been retained and they have required only limited additional services.

The preschool program screens students using a team approach in which the parent, teacher, social worker, speech therapist and psychologist are all involved. Classroom teaching is provided in three elementary schools in the Putnam-Northern Westchester area. Home teaching is also available in which the family is taught to work with their child.

The pre-school program is a federally-funded demonstration program that is seeking state and federal validation.

The success of the BOCES preschool program is evident in that 65 percent of the graduates were placed in regular classrooms or transition programs while only 35 percent were assigned to special education programs. The handicapping conditions the program serves are severely speech-language impaired, emotionally handicapped, physically handicapped, specific learning disability, hard of hearing-deaf, blind-partially sighted, educable mentally retarded, trainable mentally retarded and autistic. All 18 component districts in the BOCES area are eligible to receive services in this program.

Further information is available at 962-2377.

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Fall 1980

Your Child's Right To An Education

The manual, "Your Child's Right To An Education", printed in both English and Spanish is now available in Chinese. For copies of this manual write to the Bureau of the Program Development Room 1061, Education Building Annex, Albany, NY 12234.

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"Progress Towards A Free Appropriate Public Education - A Report to Congress on the Implementation of Public Law 94-142" is available through:

Divisions of Innovation & Development
Bureau of Education for the Handicapped
400 Sixth Street
Washington, D.C. 20202

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Changes In New York State

Medicaid Eligibility

Effective September 23, 1980, persons in receipt of Supplemental Security Income payments are no longer automatically entitled to a Medicaid card & benefits. A formal application for Medicaid benefits must be made at the local district office, Department of Social Services. A financial investigation will be conducted. In some cases, a child may receive S.S.I. payments and not be entitled to a Medicaid card. If you have any questions please contact the Medical Assistance County Representative: 1-800-342-3715 ext.4-9141.

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The BOCES preschool program received national approval & recognition in the preschool field through the receipt of a Bureau of Education for Handicapped Competitive Demonstration Grant. These funds allow BOCES to aid other preschool programs for the handicapped by demonstrating and disseminating the exemplary programming, methods & curriculum this program has developed.

Products have been developed by this program that may be utilized by regular or speical education early childhood programs. The Parent Volunteer System, a manual & catalog for systematically using parents as volunteers within the classroom, is presently available. Local workshops are also available. Contact Amy Tcole or Kathy Petisi at 963-2377 to schedule a workshop or to obtain further information.

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Toll Free Number

There is a statewide, toll free, "Hot Line" which you can utilize to get a current report on the status of any bill in the New York State Legislature. The telephone number is 800-342-9860. Please indicate the number of the bill & whether it is a Senate or Assembly measure.

Community Calendar

1. Regular meetings of the Parent Assistance Committee on Down Syndrome during 1981 will be held the second Tuesday of each month.

January 13, 1981	Educational Procedures: A Closer Look at the I.E.P., C.O.H. and Mainstreaming.
February 10, 1981	Speaking of Siblings For further information contact: Barbara Levitz at 739-4085

2. Rockland Association for Retarded Citizens will sponsor a full day workshop on 2-28-81. The keynote speaker is Dr. Alice Hayden, Director Model Preschool Program in Seattle, Washington. Her speciality is Down Syndrome. For further information contact: Barry Sabino at 359-7179.

3. Westchester Association for the Education of Young Children (W.A.E.Y.C.) presents 9 "One Night Stands" - 1981. Some topics to be discussed are "How Can Teachers Facilitate Language Growth In The Classroom", "Alone At The Top" (For Directors only), and "Normal Crises of Child Development". For further information contact: Kathryn Hirsch at 723-8653.

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"In Case of Emergency . . ." is an informative booklet developed by Dr. Sam Sebesta and Dr. Cecil Clark, specialist in reading and educational psychology of the Department of Education, University of Washington. It has been primarily designed as an instructional aid for teaching young children how to use the telephone in an emergency. Please write: New York Telephone Co., P.O. Box 99, Bowling Green Station, New York, NY 10004 for this free publication and/or additional information.

E.C.D.C.
305 North Street
White Plains, New York 10605

Ms. Amy Toole, Supervisor
Preschool Program for Children
With Special Needs
BOCES-Northern Westchester
Veterans Road
Yorktown Heights, NY 10598

EDUCATION FUNDING REPORTS

a service of EDUCATION NEWS BUREAU • (914) 694-8686

Volume 9, Number 2 January 7, 1981

Today:
- SPECIAL ED EARLY CHILDHOOD DEMO GRANTS; List
- Focus on Putnam/Northern Westchester BOCES
- A FREE AND APPROPRIATE EDUCATION. . .
- TITLE III FUNDS SUPPORT EDUCATIONAL TV

SPECIAL ED EARLY CHILDHOOD DEMO GRANTS

Attached is a list of 21 grants authorized by Public Law 94-142 Part C to support demonstration model programs for handicapped children from birth through age eight.

Focus on Putnam/Northern Westchester BOCES, NY

The Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES) has received $120,000 to aid third year operation of its regional preschool program which serves an average of 125 children from birth to age five each year. The federal grant represents part of the total program funding. The rest of the money is authorized by the Family Court Act of New York State, with 50% of the funds coming from the county of residence of the child and 50% coming from the state education department. These funds enable the BOCES to provide a service which no one else can provide, by law, for handicapped youngsters in this particular age group.

Since a majority of the children are speech and language impaired, and this is usually the first sign of other problems, the emphasis of the program is on cognitive development through language. Standard basic early childhood materials are used as they are deemed appropriate to the individual needs of the children. The program uses a strong transdisciplinary team approach which has yeilded high parent and teacher satisfaction, has helped to avoid wasteful and annoying duplication and has produced positive, measurable educational results.

Program Director Amie Toole is justifiably proud of the three replication sites now functioning in addition to the four classroom sites and home program run by the BOCES itself. The program has generated a curriculum model, a manual and training program for parent volunteers, a manual and training program for the transdisciplinary team approach and an interagency gudie book.

a division of Knowledge Sciences
2 Corporate Park Drive
White Plains, NY 10604

A FREE AND APPROPRIATE EDUCATION

EFR Volume 8 coverage of education for the handicapped (Nos.15,22,44,49) was not commensurate with the size and scope of the programs authorized by P.L. 94-142. These programs represent about 14% of the total Education Department budget. Even so, the biggest criticism of P.L. 94-142 has always been that the federal government has failed to provide adequate fiscal support for its mandates. Faced by the necessity of complying in order to get any aid at all, local agencies have been forced to skew their own budgets, absorbing costs that the law originally intended for the federal partner. The law authorized programs to be funded at 30% of per pupil expenditure during the third year of operation, FY 80. The level at which funds were appropriated was, instead, 11.9% of per pupil expenditure. This is all excess cost funding. In other words, what would normally be spent on each non-handicapped student must be spent first before special monies for aid to the handicapped are touched.

The handicapped and those who work and live with them have had to fight for support. Since 1965 they have become an organized constituency. The have also become subjects of educational and social controversy which has led to some backlash. This means that they will have to continue to fight in order to hold the ground they have gained and educate a new Congress to their needs. The $1.9 billion received by the Office of Special Education and Rehabilitative Services in FY 80 helped to achieve substantial success, but many problems remain to be addressed. The specific nature of these problems will continue to emerge as P.L. 94-142 moves toward reauthorization by FY 82.

TITLE III FUNDS SUPPORT EDUCATIONAL TV

Provisions of Title III of the Elementary and Secondary Education Act (ESEA) made possible the recent award of $5.7 million in contracts for the production or continuation of educational television and radio programs.

Metropolitan Pittsburgh Public Broadcasting Co., WQED-TV, received $439,613 for the first phase of a two year project to produce "You're On!" This series is designed to help teens, teachers and parents improve relations.

Audience Profile Services, Washington D.C., will use $125,906 to begin production of a radio series, "Almost Even", providing information about adolescence to parents, teachers and teens.

A contract of $2,686,867 will enable the Educational Film Center, Springfield Va., to complete the second and third years of "Powerhouse" production. This educational television series for audiences in fourth through sixth grades deals with health and nutrition.

Children's Television Workshop, New York City, received $1,750,000 toward the continuance of "Sesame Street", a TV series that has helped preschoolers with math, language and social skills for more than a decade and is now available in 40 countries of the world.

Walkabout: it changes lives

Climbing a mountain with a rope, cleaning out a stream and working as a newspaper reporter are some of the experiences 26 high school seniors have had this year through the BOCES Walkabout program.

This recently state validated program is an alternative for average and above-average seniors who have become disillusioned with their regular high school environment. They spend the entire day at Walkabout and receive a full year's credit.

According to Peter Copen, project director and innovator, the goal of Walkabout is for each student "to learn the confidence skills and attitudes necessary to take charge of his life and to make a meaningful difference in the world."

This is achieved through a variety of experiences, starting with a one-week wilderness trek up and down mountains and across streams. Students have to learn to depend on one another and to go beyond any limits they thought possible.

For three weeks students went out into the community to improve trails, clean streams, tutor students, assist in museums, art centers and nursing homes.

A practical nine-week internship gave students a first-hand try at career experiences. The internships were as varied as the students, including working in an animal hospital, bank, radio station, newspaper, nursery school, outdoor education center or toy company.

Throughout the year, the students have 18 weeks of intensive academic work. The study of language arts, environmental science, health and social studies is integrated throughout the program and emphasizes time management and responsibility.

Walkabout is based on the Australian aborigine practice of sending adolescents into the bush, alone, for a period of time. When they return, they are welcomed into the tribe as adults.

After another one-week wilderness experience in June, the year ends with a presentation by each student, before family and friends, about his year in the Walkabout program.

This is the fourth year of the Walkabout experience. And several other area schools are awaiting word on a grant which would enable them to start such a program this fall. For the BOCES program, national validation is the next hurdle. If that comes

JUST LIKE A REAL REPORTER, Dawn Gotti of Briarcliff High School, on the left, gathers information she needs for a news story, as part of the Walkabout program. On the right, Jill Clebanoff of Montrose rests awhile after a strenuous walk. Walkabout students take two week-long excursions into the wilderness during the year, in the fall and in the spring.

Software show

Filmstrips, slides and other types of "software" will be on view at the Teacher Media Software Show on March 25 at the Walden/Pines Bridge Cafeteria on the BOCES campus.

This show, sponsored by the Putnam/Northern Westchester BOCES Media Counsel, will give teachers in grades kindergarten through 12, an opportunity to see the new audio-visual and non-print materials available in their subject areas.

Teachers and administrators will be able to talk to more than 20 top ranking producers of audio-visual media, TV and computer firms. These include Walt Disney, Eyegate, Troll, Films Inc., Sunburst, Media Basics, Center For The Humanities, Guidance Associates, Prentice-Hall, EAV and Channel 13 School Television Service.

Visitors to this media software show will be able to see the new materials available which will aid them in making requests for purchase for their schools.

The show will run from 3 to 5 p.m. on March 25 at the BOCES campus. The snow date is April 1. No reservations are necessary.

Read about autism, math in new books

Psycholinguistics, autism and math are some of the subjects covered in new books acquired by the BOCES Professional Library.

"Psychology And Language" by Herbert and Eve Clark gives an

"Math Activities For Children."

"One Child" by Torey L. Hayden tells the story of Sheila, an almost autistic child, who is treated as retarded, until it is realized that she is, in fact, exceptionally gifted.

School librarians to preview books

A book previewing committee, chaired by Joy Batchelder of Increase Miller School in Lewisboro, is being formed to coordinate a project whereby elementary and middle school librarians will be able to preview new children's books.

Traditionally, publishers send preview copies of new childrens' books to public librarians for selection. Thanks to the Westchester Library System and Childrens Service Consultant Martha Barnes, these same books will be shipped to the Putnam/Northern Westchester BOCES Professional Library for perusal by area school librarians.

Approximately 200 books will be housed at BOCES for a two-week period. If this venture is successful, it will be repeated several times each year.

Other members of this committee include Betty Orlando of Ossining, Claire Finnigan of Peekskill, Jean Reidy of Somers, Betsy Sturman of Briarcliff and Mollie Franklin and Mary LaTronica, both of Katonah-Lewisboro.

Those librarians interested in participating in the previewing of the new books, to aid in selection for their school libraries, may contact Ms. Batchelder at Increase Miller School.

After the books are read and critiqued, recommendations for purchase will be sent to all elementary and middle school librarians to help guide them in their selections.

Several workshops scheduled at BOCES

Stress Management and Teacher Burnout - six-hour workshops to be conducted in March in Pequenakonck School in North Salem and Putnam Valley Elementary School, co-sponsored by The Teacher Center. For information call Benjamin Cohn at 245-2700, ext. 321.

Alternate Careers for Teachers - Five sessions, starting in April and May. Call Susan Moor at BOCES, ext. 304.

Introduction to Project Adventure - Putnam Valley Elementary School, one in-service credit, May 2 and 3. Call BOCES, ext. 339.

The World of Water - May 9 at Madden Outdoor Education Center in Carmel, ½ credit. Call BOCES, ext. 304. (Those teachers with ½ credit in outdoor education may take this to complete one full credit).

TEACHER TOPICS

Published for teachers and administrators
by the Putnam/Northern Westchester Curriculum Council
Stephen Fisher, President
and BOCES' Center for Educational Services & Research
Yorktown Heights, N.Y. 10598; 245-2700
William B. Grogan, Acting Director
Marian Kisch, Editor

come part o National Dissemination Network - and students throughout the nation may get their chance for their own Walkabout.

A wide range of activities for elementary teachers to use in the development of childrens' understanding of mathematics is given in the Richard Copeland book, To The Diagnostic Teaching Of Arithmetic" helps the reader select appropriate teaching strategy for a particular reading problem.

Curriculum Clips

INVESTIGATING CAREERS was a project that seventh graders in Frances Zappone's team at Robert E. Bell School in Chappaqua took to heart. Each student delved into the history, qualifications and training required, as well as the salary expectations and employment outlook of an occupation that was of interest to him.

Written and oral reports and a series of projects which included film making, visiting a place of employment or writing to an organization for information were some of the outcomes of this project. Almost all areas have been covered, from A for athlete to V for veterinarian, and many different kinds of places have been visited including hospitals, TV studios, kitchens and courts.

ALTERNATE LEARNING ACTIVITIES within the field of earth science have been developed by Tom McGuire, a teacher at Briarcliff High School. These include experiments, readings, puzzles and artistic creations keyed to specific ideas being studied in the classroom.

McGuire developed most of these learning materials with a Title IV-C mini-grant. Students receive extra credit when they complete these activites.

CHANGE OF PACE EDUCATION (COPE) is an alternative classroom situation at Ossining High School. This individualized program is designed to serve students who have exhibited socially deviant behavior and/or whose educational background is one of continued academic failure.

The program accommodates 15 students per section in grades 10 through 12. English and history, with a strong humanities approach, are taught, in addition to science, math and physical education.

These students are also required to attend a family course which encourages positive interaction with their peers, especially within the school climate.

PRESCHOOL PROGRAM for handicapped children ages three to five provides for early intervention and improvement in verbal, perceptual, motor and cognitive skills. The Putnam/Northern Westchester BOCES program relies on a team involvement model which includes parents as integral members right from the start.

The entire team, which consists of a psychologist, social worker, speech and language pathologist, classroom teacher, teacher aide and parent, follows the child from the beginning stages of assessment through future planning efforts. Students are dealt with in the classroom situation instead of being pulled out for extra help.

An interactive teaching process is used which includes simultaneous and frequent use of diagnostic prescriptive teaching, language intervention and positive reinforcement.

CELEBRATION FOR READING at the Mohansic Elementary School in Yorktown included parents, teachers, community persons and authors in a month-long effort to encourage reading.

Reading specialist Joan Thompson asked parents to read to their children at least 15 minutes per day, four days per week. Teachers and the school's principal Ed Russo read excerpts from their favorite stories to students throughout the school.

Special workshops dealing with magic, doll making, storytelling, mapmaking and calligraphy were led by community members and professional authors Elizabeth Levy and Martha Alexander and illustrator Mordechai Gerstein visited the students to share their love of books.

Curriculum Clips is designed to fecture effective curriculum ideas from schools in the BOCES region. Ideas for this column may be sent to Marian Kisch at BOCES.

uch as character, setting and plot are easily learned through

teachers of Copper Beech are also trying out portions of the unit

CONCENTRATION is important in drawing cartoons, as Lisa Broslous knows.

Schools evaluate writing programs

Four districts and 20 teachers are completing the first phase of a writing evaluation program.

With the help of the Putnam/Northern Westchester BOCES curriculum center, Briarcliff, Croton, North Salem and Ossining teachers have been developing a system for evaluating writing programs in their schools. The effectiveness of the overall program, rather than individual student progress, has been the emphasis.

These teachers of writing in the middle schools first filled out a questionnaire to help determine their particular instructional program. This included such things as how many assignments were given, time spent on writing per week, use of support services such as teacher aides, and use of peer evaluation.

Next, a writing sample was administered to the classes and these samples were examined for characteristics of competent writing. These were then evaluated on the basis of competency.

The computer then will take these results and determine the patterns of the program that seem to have the greatest impact on competency.

Phase two of this program, which was funded, in part, by the Resource Allocation Plan, includes revision of the questionnaire and readministration of the writing sample. This time it will be geared more closely to the Regents Competency Test in writing.

TALKING ABOUT WRITING and evaluating writing activities is Croton teacher Loretta Hirshmugl with students Shannon Pinter and Stephanie Robertson.

days in length and from $490 to $2[illegible]9 in cost, with almost all expenses included. There are three trips to Europe and individual trips to the Swiss Alps, France, Hawaii, Southern California, Spain/Portugal, Israel and

this way flexibility is built in and students will have an opportunity

333 for further information and brochures.

Seminars for gifted

A series of seminars on the gifted and talented will be led by Dr. Donald K. Cody of the Campus High School, City University of New York, this spring.

This is the third year that BOCES will sponsor this four-seminar series. They were developed by high school chairmen who met with Dr. Cody and planned the workshop series.

The areas of math, science, social studies and writing will each be discussed in a different series.

These seminars aim at providing the gifted and talented students in the high schools with experiences commensurate with their extraordinary interest and ability in the subject under study.

You are cordially invited
to come to the Bazaar Mall
in Mount Kisco
on April 10 and 11
to see
computer experts, actors, carpenters,
artists, electricians, hair stylists,
and a host of other talented youngsters
from the
Putnam/Northern Westchester BOCES
demonstrate their skills.
There will be six performances
of an original children's play
and special science hours for children.
And you can join in the fun by
trying out computers,
getting a manicure
or getting your blood pressure checked.
Come join us!

Art posters available

Botticelli, Picasso and Renoir reproductions can now hang on the walls of area schools.

This traveling art show can be booked for two weeks through the BOCES Professional Library and these reproductions can be mounted on school walls for viewing.

Nine reproductions are available in the renaissance reproduction group. These include one Giotto, Michelangelo, Boticelli, Caravaggio, Durer, Raphael, Bruegel, and two DaVinci.

There are nine posters in the modern reproduction series. These include one each of Rousseau, Matisse, Kandinsky, Roualt, Modigliani, Miro and Klee, and two Picassos.

The impressionist series includes 11 reproductions, one each by Turner, Degas, Cassatt, Manet, Seurat, Lautrec, Renoir and Cezanne, and two by Monet.

Cute cartoons teach in Lakeland

Sphericasia, teteology and caricature have not only become part of the everyday vocabulary of a group of sixth graders at Copper Beech Middle School in Shrub Oak, but have also become part of their everyday school lives.

What started as an innocent trip to the Museum of Cartoon Art in Port Chester for teacher Bonnie Gobowitz, has mushroomed into a two-month unit on cartooning.

"I thought this would make a nice class trip and so I decided to do a little research, but when I saw all that it took to do cartooning, I discovered a lot of parallels to what I was teaching," Miss Gabowitz said.

She integrates the teaching of English, reading and social studies into the cartooning unit. Many times the sudents don't realize they're working. They think it's all fun.

Some of the specific skills the students have obtained through this novel approach are an understanding of dialogue, writing quotations, interpretive reading, sequential activities and drawing conclusions.

Humor is also an important part of cartooning and students are able to see the connections between literary techniques and humor through activities with such things as cliches and understatement.

The regular sixth grade curriculum includes the study of the cartooning, according to Miss Gabowitz. Skills such as summarizing and paraphrasing are also applicable to cartooning.

"The students are also becoming aware of the fact that each cartoon has its own special characteristics," Miss Gabowitz says. "This helps students understand that everyone has his own distinctive style."

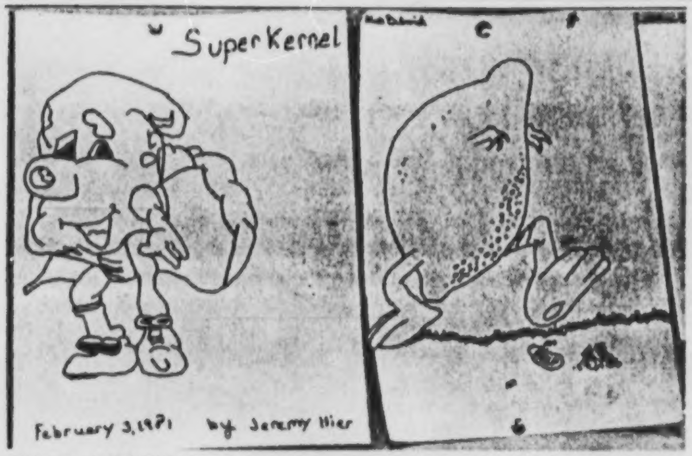
Also, all students are able to follow their own interests, while getting experience in lettering, caricature and editorial cartoons. Students do not have to be great artists to produce a good cartoon.

Many new words have become part of the everyday vocabulary of these sixth graders, including sphericasia, which is the way one shows how things move, and teteology, the study of facial expressions. In exploring teteology, students have learned about words dealing with various emotions in order to portray their cartoon characters appropriately.

The parents of these students have been supportive, have given supplies and a $50 mini-grant for materials, and have sponsored an assembly at which renowned cartoonist Lou Myers came to talk to the students.

Miss Gabowitz says she hopes to develop this unit further during the summer to see if it can become a regular part of the curriculum. She sees it as an important supplemental tool in their classrooms.

"Cartooning encompasses all the disciplines. When you draw a cartoon, you are making a statement. You are expressing your own feelings and perceptions. It is an excellent shorthand way of communicating."



SUPER KERNELS and walking lemons are indicative of the creative efforts of Lakeland sixth graders. These cartoons were penned by Jeremy Hier and Matt Dubovick.

TEACHER TOPICS
Volume X, No. 3 March 1981

Teenagers take summer trips to far away places

Hawaii, Mexico, Israel and Egypt are just some of the destinations for a group of area high school students this summer.

Hendrick Hudson teacher Joe Seiler is the director of a new student travel program, sponsored by Putnam/Northern Westchester BOCES. The trips will be organized by Foreign Study League.

Egypt, Great Britian, Italy and the Mediterranean, and a Caribbean cruise.

"These cruises are designed to be educational and fun," Seiler said. "It is an opportunity to go with fellow students from Westchester and Putnam counties."

A unique aspect of these chaperoned tours is their size; approximately eight to 10 stu- to do and see some things they might not be able to in a larger tour group.

"You can read about things in books, but seeing them in person is a whole different experience," Seiler said. "Students will have an opportunity to meet the people in the country and try out different foods."

Those interested may call Joe

SETRC

THE CONVEYER

Putnam/Northern Westchester BOCES

SPECIAL EDUCATION TRAINING AND RESOURCE CENTER NEWS

Volume VIII, No 2 Spring 1981

PRESCHOOL PROGRESS

The Putnam/Northern Westchester BOCES Preschool Program, a Regional Demonstration Program for preschool handicapped children, is presently serving 126 children from birth to age five with developmental delays in language, cognition, motor skills, socialization or perception. Children from Putnam or northern Westchester counties are enrolled in one of eight classroom sessions or the home program, based on age or family needs. Parents petition Family Court to provide the tuition cost for the child. Free screenings are available twice monthly with the BOCES Preschool Screening Team. Call 962-2377 to schedule a screening appointment.

The BOCES Preschool Program received national approval and recognition in the preschool field through the receipt of a Bureau of Education for Handicapped Competitive Demonstration Grant. These funds allow BOCES to aid other preschool programs for the handicapped by demonstrating and disseminating the exemplary programming, methods and curriculum this program has developed.

Products have been developed by this program that may be utilized by regular or special education early childhood programs. The Parent Volunteer System, a manual and catalog for systematically using parents as volunteers within the classroom, is presently available. Other products, such as the Transdisciplinary Training Assessment and Consultation Model Manual and the Guide to Creating Community Awareness and Developing Interagency Cooperation, will be available by April. Local workshops are also available. Contact Amy Toole or Kathy Petisi at 962-2377 to schedule a workshop or to obtain further information.

A link of services between SETRC and the preschool program has been established. Joanne Vale and Carolyn Subin, SETRC Training Specialists, have provided preschool parent group workshops on childhood development, behavior management, the legal rights of handicapped children and their parents, and preparation for COH meetings.

FREE MATERIALS FOR YOU!!

REPORT FROM CLOSER LOOK - Closer Look is a national information center for parents and professionals working with handicapped children. In addition to the reports, Closer Look will provide specific information in response to your letters and requests. Write CLOSER LOOK, Box 1492, Washington, DC 22213.

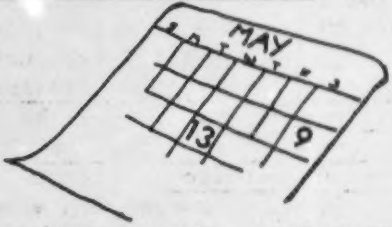
EDU-LETTER - This quarterly newsletter is published by the Education Committee of the New York Association for the Help of Retarded Children. It contains information on special education concerns from the parents' point of view. Write EDU-LETTER, NYSARC, 175 Fifth Avenue, New York, NY 10019.

DIRECTIVE TEACHER - This monthly publication gives information about current issues in education. Write NCEMMH, 356 Arps Hall, Ohio State University, 2500 Kenny Road, Columbus, OH 43210.

LISTING OF SERVICES FOR THE SECONDARY LD ADULT - released 5/80 by Academic Therapy, is available free - for a single copy. Multiple copies (groups of 10) send $2.00 to cover handling. Write to Academic Therapy Publications, 20 Commercial Blvd., Novato CA 94947.

If you know of other sources of free information and materials, please let SETRC know. We will share the information in this newsletter.

PARENTS! MARK YOUR CALENDAR!



SATURDAY, MAY 9, 1981 - MINI-CONFERENCE FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS - at the Walden/Pines Bridge Schools in Yorktown Heights, NY, from 8:45 am to 12:45 pm. Workshops on many topics. . . .

- *Parents' Rights
- *The IEP Process
- *Competencies & the High School Diploma
- *Helping Your Child Learn to Read
- *Movement Activities (preschool to school age)
- *Sex Education (young child to adolescent)
- *Home Activities to Develop Speech & Language
- *Activities for the Preschool Child
- *Vocational & Occupational Exploration
- *Drug and Alcohol Abuse

For information and registration call SETRC, 245-1050.

EVENING WORKSHOP - WEDNESDAY, MAY 13, 1981 "FOSTERING THE SOCIAL AND SEXUAL DEVELOPMENT OF PERSONS WITH SPECIAL NEEDS" - will be held at the School Services Building on the BOCES campus, Yorktown Heights, beginning at 8:00 pm. Information on the topic of sexuality and disability will be given by Pamela S. Boyle, Coordinator, Human Sexuality Studies Program, United Cerebral Palsy of New York, and George Marshall Worthington, Program Coordinator, Family Planning/Sexual Health Care and Disability Project Training and Technical.

UPCOMING CONFERENCES:

MARCH 26 - 28, 1981 - 8th Annual Conference of the Orton Society, "The Challenge of the 80's: Effective Education for the Language and Learning Disabled," New Grand Hyatt Hotel, New York City.

APRIL 12 - 17, 1981 - Council of Exceptional Children, 59th Annual Conference, New York City.

APRIL 13, 1981 - Latino Inservice Training and Orientation Project for Severely Handicapped Hearing Impaired, Jackson Heights, New York 11370.

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MARCH 25, 1981 - 3 pm to 5 pm - MEDIA AND COMPUTER Software Show - see the latest filmstrips, slide sets, cassettes, computer programs, multi-media, etc. All subject areas - 25 exhibitors at the Walden School Cafeteria, Putnam/Northern Westchester BOCES, Yorktown Heights, NY.

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Gifted and Talented Hotline answers questions of parents of gifted and talented youngsters: 800-424-2862 (it is a bilingual service, Spanish/English).

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FOR YOUR INFORMATION

There is a national hotline providing confidential answers to questions about legislation concerning the handicapped. The hotline, "Mainstream on Call," is operated by Mainstream, Inc., a non-profit organization serving corporations, educators, service providers and disabled individuals.

The free service is available Monday through Friday, 9 am to 5 pm, EST. The toll-free number is 800-424-8089.

Mainstream on Call has a TTY communications unit in order to be accessible to hearing and speech-impaired persons.

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VI - B

PRESCHOOL PROGRAM

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

JANUARY 1981

DEMONSTRATION NEWS

Welcome back from vacation. Now that we've all settled in, here's a newsletter to keep you informed.

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Products

The Transdisciplinary Assessment, Training and Consultation Model Manual and Jackie's Developmental Index are being edited by Kenneth Goin. We should have them revised by the end of the month.

We will be selling our products at cost. Order forms are available if you know anyone who is interested.

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Conferences

Our products were displayed at the HCEEP Annual Conference (Amy attended in December). Many orders have been returned in request for products.

Our proposal for the New England Educational Research Organization has been accepted. Amy and Sue Koen (Capla) will attend the conference in April and present our evaluation data.

We have also been accepted to present at the ANYSEED (Association for New York State Educators of the Emotionally Disturbed) Mini Conference at BOCES on Saturday, January 24th. Relevant information regarding home training and the use of parent volunteers will be presented.

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Publicity

Our program was recently publicized in the Croton-Harmon Reflections Newsletter. Please contact me if you have any ideas for local publicity.

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rd of Cooperative Educational Services, Yorktown Heights, New York 10598 (914) 245-2700 EXT. 394

Replication

The staff of the Warwick Preschool program participated in the Parent Volunteer System Training in December. Transdisciplinary Training will be conducted in January.

A follow-up implementation study was conducted at the South Orangetown Palisades Preschool in January. Results will be shared with the replication site.

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Preschool Workshops

The preschool teachers met to discuss methods of improving our monthly parent meetings. Handouts for topics and resources were provided. Please contact me if you feel that a follow-up meeting is necessary.

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PROGRAM NEWS

Transition

Ellen reports that three children in her class received prizes during National Book Week at Thomas Jefferson:

First Prize - Eric Burstein

(for his story) "A day in the life of Eric Burstein"
Eric won $2.00 worth of books

Second Prize - Glen Brennan

(for his story) "The Lunch Room"

Third Prize - Scott Nightengale

(for his story) "Nip, the Cat"

Scott and Glen won leather bookmarks. The rest of the class won paper bookmarks for their participation.

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New Program

New Preschool Classroom is to begin February 11th in French Hill. Claudia Van Hengel, who has been teaching young trainable mentally retarded children at the Abbey Lane School in Levittown, New York, has been hired for the new class. Terry Keegan, our floating aide, will be the teacher-aide. The present classrooms' loss is the new classroom's gain! Seven children from the home program will be transferred to the new class. Through screenings and pre-entry evaluations, we have accepted 17 other children for the new class.

Since we have scheduled 24 children to be screened in January, we will be starting a waiting list and may be starting another new class in March!

For your information, the following list is enrollment for December in the preschool program by district:

Bedford	3
Brewster	1
Briarcliff	1
Byram Hills	1
Carmel	7
Garrison	1
Hendrick Hudson	1
Katonah	3
Lakeland	12
Mahopac	19
North Salem.	1
Ossining	5
Peekshill	34
Putnam Valley	6
Somers	2
Yorktown	5

* * * * * * * * * *

Transition Classes

The transition classes are growing! Ellen Boehm had two children start January 5th, so she currently has 11 children in her class. Bev Feder has added one new child for a total of 7. However, there are two more referrals pending for her class.

Keep in touch,

Kathy

Kathy Petisi and Carol Eagen

Carol S. Eagen

Our program has been invited to contribute to the Interagency Casebook from the Technical Assistance Development System. Amy will be at Chapel Hill, North Carolina to work cooperatively on the development of this book.

Jackie Jones provided a workshop at the ANYSEED Workshop in January. I'd like to personally thank Jackie for contributing her time and effort to this project.

I (Kathy) will be attending the United Cerebral Palsy Association of Illinois - Birth to Three Symposium this month in Peoria, Illinois. We will have an educational booth set up at the conference.

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Replication

All three of our replication sites have been trained in each of our model components. I conducted an implementation study at the Palisades Preschool Program in January which is now being analyzed by the Center for Resource Management (formerly CAPLA Inc.). Similiar implementation studies are being planned for Warwick Preschool and The Children's Annex in Woodstock.

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Spring Preschool Happening

The Second Preschool Happening for this year is scheduled for March 31st at 3:00. All staff members are invited to attend. The Happening is being conducted by Jackie Jones with the assistance of Sue Koweek, Babette Kronsdadt and Kathy Petisi. The purposes of the Happening include: bringing together all Putnam/Northern Westchester nursery, head start and Day Care professionals and reviewing behavior management techniques.

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PRESCHOOL PROGRAM NEWS

BOCES Preschool Expands Again!

A new class will be starting at French Hill School. March 19th will be Parent Orientation. Thus far we have 6 children for the morning session and 8 children for the afternoon session.

Theresa DeMartin has been hired as the teacher. Theresa received her Masters in Special Education from the College of New Rochelle and has been working at Our Montessori School in Yorktown. Laurie Kalinoski will be the speech pathologist for this class. Laurie received her Masters from Hofstra University and has been working at Letchworth Village Developmental Center in Thiells, New York. Eileen Simko Minte will be working with this class as a psychology intern and Sue Schrift will be the Social Worker.

* * * * * * * * * *

VI - B

A. Toole

PRESCHOOL PROGRAM

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

March 1981

DEMONSTRATION NEWS

Hello again. Here's a newsletter to keep you up to date with all of our recent changes.

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Local Activities

The following local demonstration activities are being planned. We could use any aupport you can offer in these endeavors.

April 4th - Sommers Health Fair - Somers High School
Educational booth and general awareness presentation for parents.

April 10th and 11th - Bazarre Mall
Display booth - Please begin to accumulate children's art work.

May 9, 1981 - SETRC - Mini-Conference for Parents of children with Special Needs
Presentation -. "The Preschool Child"
Kathy Holstrom and Kathy Petisi
Anyone else interested, please contact Kathy Petisi.

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Products

To date, we have had approximately 95 requests for products. The products are being sold at cost to pay for printing, mailing and advertising.

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Conferences

Amy is presently in Myrtle Beach conducting a workshop for the First-Step-Preschool Handicapped Institute on the Parent Volunteer System. She will also be in New Orleans this month at an HCEEP Workshop - The Health Care/Education Relationship: Services for Infants with Special Needs and Their Families.

Present Enrollment

Our enrollment for February was 125: 96 in our 5 classroom programs and 29 in the Home Program. We have 80 children projected for fall 1981 enrollment.

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Pediatric Group Presentations

On February 18, I made a presentation to the Pediatric Group at Northern Westchester Hospital. Sixteen (16) pediatricians attended and expressed a great deal of interest in our program.

A similar presentation is planned on March 25th for the Pediatric Group at Putnam Hospital.

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Carmel School District - Orientation for Parents

On March 26th at Lakeview Elementary School in Mahopac, Dick Madden, Director of Pupil Personnel and Carolyn DeVita, Liason Officer of Carmel School District, will be presenting information (to parents of preschool children from Carmel) on the services available in their school district.

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On-Site Screenings

Elaine Gerlt conducted an on-site screening at the request of the Country Children's Day Care Center in Katonah on March 11th.

Take Care,

~Kathy
Kathy Petisi
Teacher-Trainer

Carol
Carol S. Eagen
Program Coordinator

INSTITUTE STAFF

Dr. John J. Battles	District Superintendent Putnam/Northern Westchester BOCES
Dr. Paul Irvine	Director of Special Education Putnam/Northern Westchester BOCES
Ms. Amy Toole	Preschool Project Director Putnam/Northern Westchester BOCES
Ms. Sue Koen	Evaluation Consultant Center for Resource Management Yorktown Heights, New York
Ms. Kathleen Petisi	Preschool Training Coordinator Putnam/Northern Westchester BOCES

INSTITUTE SCHEDULE

9:00 - 9:30	Arrival at Projects Building - Coffee
9:30 - 9:40	Greetings Dr. John J. Battles
9:40 - 9:45	Overview of the Institute Ms. Amy Toole
9:45 - 10:00	The Effectiveness of Early Childhood Education for the Handicapped - A National Perspective Ms. Amy Toole
10:00 - 10:15	Results of Local Program Evaluation Ms. Sue Koen
10:15 - 10:30	History and Status of Legislative Proposals in New York State Ms. Amy Toole
10:30 - 10:45	Programming and Legislative Needs in New York State Dr. Paul Irvine
10:45 - 11:00	Discussion

PRESCHOOL PROGRAM

A Regional Demonstration Program
for Preschool Handicapped Children

PUTNAM/NORTHERN WESTCHESTER
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

presents

An INSTITUTE on

THE EFFICACY OF EARLY CHILDHOOD EDUCATION FOR THE HANDCAPPED

June 5, 1981

at

The Projects Building

BOCES, Yorktown Heights, New York

This Institute is conducted under the provisions of Grant No. G007800198 from the Handicapped Children's Early Education Program, U.S. Department of Education.

Skilled home training staff members each serve approximately 10 children and their parents through weekly visits in the natural home environment. An important advantage of the home training program is that the parent learns more effective parenting and teaching skills. The home program allows for the child to receive supplemental instruction at a regular nursery school, where appropriate.

PARENT INVOLVEMENT - Parents are viewed as team members who provide critical input in the overall educational planning for their children. Parent involvement is a major component of both the classroom and home training programs. Activities include parent orientation, formal and informal meetings with the staff, monthly group meetings, observations and volunteering in the classroom.

EVIDENCE OF EFFECTIVENESS OF THE PUTNAM/NORTHERN WESTCHESTER BOCES PRESCHOOL PROGRAM:

The Putnam/Northern Westchester BOCES Preschool Program has been nationally recognized as an effective intervention program. The nationally validated Portage Project operated by Cooperative Educational Service Agency 12 at Portage, Wisconsin, trained the staff and wrote in their evaluation of the program, "It is rare to see a preschool program that is as large as yours doing such a thorough job of planning and individualizing, yet keep such a high level of quality in its service."

The program further received national approval and recognition in the preschool field through the receipt of a United States Office of Education Demonstration Grant from 1978-1981. These funds allow the program to aid other preschool programs for the handicapped by demonstrating and disseminating exemplary programming, methods and curriculum.

A third party assessment of the project's unique approach to the early education of the handicapped was conducted during the 1979-80 school year by the Center for Resource Management, Yorktown Heights, New York. Results indicated that all the elements necessary to initiate the program and insure its effective daily operation were evident. Parents held extremely positive views and supported the program through a variety of involvement activities. Over 50% of the parents volunteered in classrooms; moreover, the average parent attended at least nine group parent meetings during a typical school year; 99% of the parents responded that they would recommend the program to the parents of other handicapped children.

As compared to national norms on the McCarthy Scales of Children's Abilities, a widely known standardized test, students made educationally significant gains from pre- to post-test in verbal, perceptual-performance, motor and overall cognitive functioning, areas which are directly relevant to the stated program goals and daily curriculum activities.

Placement records were extremely positive; 65% of program graduates were placed in regular classrooms or transition programs while only 35% were assigned to special education programs. Follow-up testing with program graduates revealed that the skill gains made during the 1979-80 school year were maintained by those students who continued to have special intervention services. Additionally, an extensive follow-up study undertaken in the spring of 1981 revealed that preschool education had a positive effect on program graduates for factors such as regular school placement, retention, special services and teacher and parent ratings.

Community agencies have noted the effectiveness of the program with children they have referred; letters of commendation have been received from Protective Services, Day Care, Head Start and local nursery schools.

PROGRAM COSTS: The per pupil cost for 1981-82 for the program is $5,681.

For further information, contact: Ms. Amy L. Toole, BOCES Preschool Program, French Hill
Elem. School, Baldwin Road, Yorktown Heights, NY 10598
(914) 962-2377

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York 10598

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN FACT SHEET

SPRING 1981

Public Law 94-142, the federal "Education for All Handicapped Children Act of 1975" states a national priority for a free, appropriate public education for handicapped children, ages 3 through 21. Under New York State law, preschool programs for handicapped children below the age of five may not be funded by local school districts. Tuition for preschool programs for the handicapped may be provided under Article 89, Chapter 853, Section 4406, of the Education Law in cooperation with Section 236 of the Family Court Act. Aside from federal funding, the Family Court system is the only system in New York State which allows services to be provided.

DESCRIPTION OF EXISTING BOCES PUTNAM/NORTHERN WESTCHESTER PRESCHOOL PROGRAM:

Between 100 and 150 children are served by providing early intervention services for children from birth to five years of age. Children exhibit one or more handicapping conditions. These handicaps include: severely speech/language impaired; emotionally handicapped; physically handicapped; specific learning disability; hard of hearing/deaf; blind/partially sighted; educable mentally retarded; trainable mentally retarded and autistic. The Putnam/Northern Westchester BOCES provides services to 18 component school districts. This regional program constitutes an efficient method for our school districts to respond to the needs of preschool handicapped children. All component districts are eligible to receive services for any child who meets the program's selection criteria.

The current program has several specific components: SEARCH, SCREENING, ASSESSMENT, SERVICE and PARENT INVOLVEMENT. A brief description of each follows:

SEARCH - Presentations and advertising within the community create an awareness of program services. Direct referrals are accepted from parents, school district personnel, social agencies, medical institutions, public health nurses, physicians and nursery school teachers.

SCREENING - The preschool staff conduct a parent interview and observe the child's skills and behavior. Over 150 children and families receive this service annually.

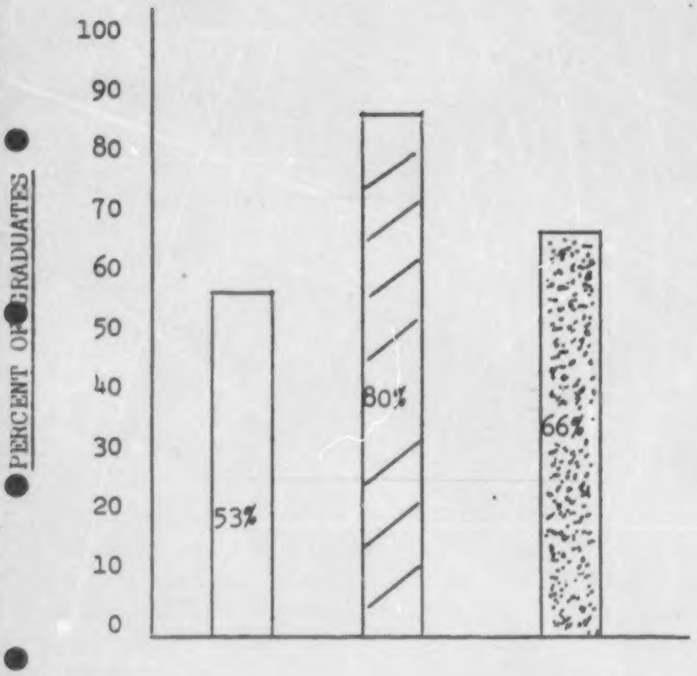
ASSESSMENT - Team members work cooperatively to assess each child's needs and abilities and to develop an individualized prescriptive plan for the child and family.

DIRECT INSTRUCTIONAL SERVICE - A child and family may participate in one of two service delivery components based on needs: the classroom or home training program.

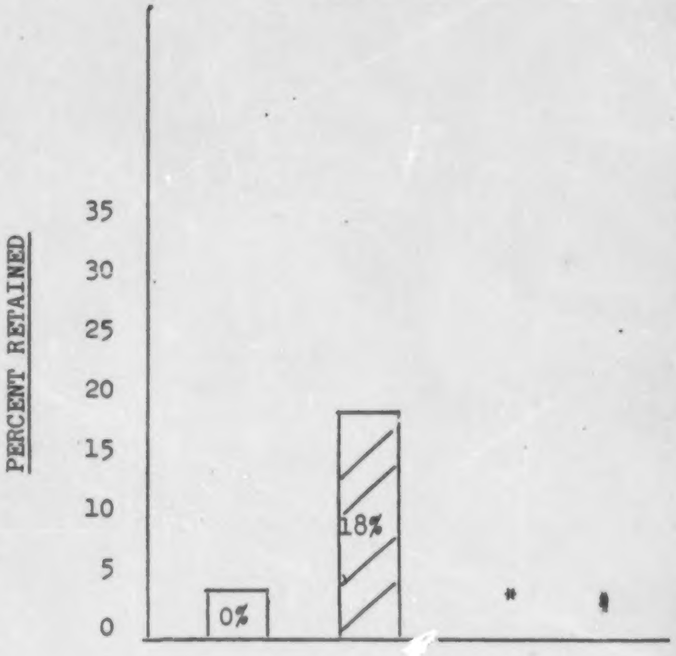
The Classroom Program - Children, ages three and four, are taught at sites in Peekskill, Mahopac and Yorktown Heights. A morning and afternoon session are offered with approximately 10 children in each session. Children spend 2½ hours per day, 5 days per week over a 10 month period in classrooms. Staffing includes a teacher-teacher aide team, parent volunteers and part-time speech and language pathologists, psychologists and social workers. All staff are highly qualified in their respective disciplines; classroom teachers are trained in both early childhood and special education. The structured, routine schedule emphasizes individualized instruction during large and small group activities and during individual time. The daily schedule includes structured play, creative play, art, snack, quiet time and fine and gross motor activities.

The Home Training Program - Children from birth participate in the home program. This program is a replication of the Portage Project Model, a nationally validated program.

PLACEMENT
IN REGULAR EDUCATION

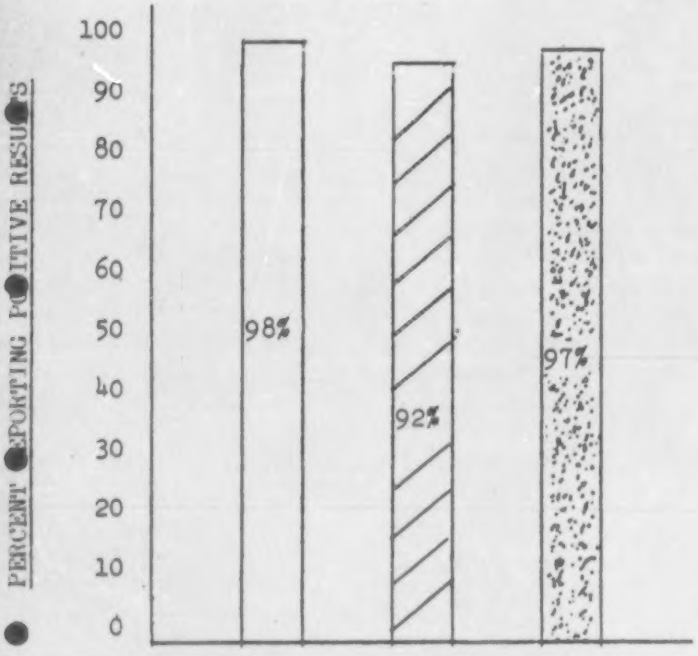


RETENTION RATES
IN REGULAR EDUCATION --
PERCENT HELD BACK A GRADE

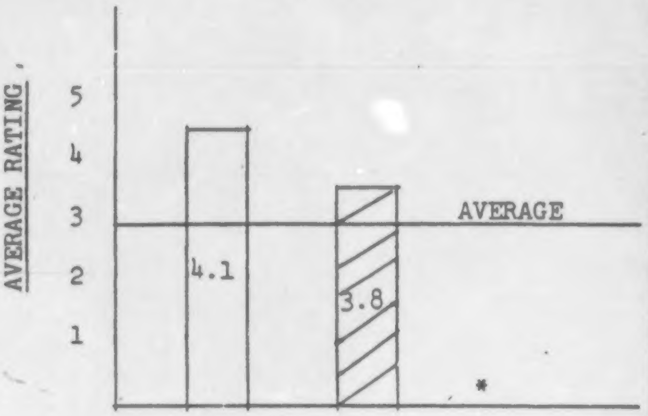


*HCEEP Data
not reported

PARENT PERCEPTION OF
PROGRAM RESULTS



TEACHER RATINGS OF
CHILDREN'S ATTITUDES
TOWARDS SCHOOL



*HCEEP Data
not reported

☐ A Regional Demonstration Program for Preschool Handicapped Children (Toole, 1981)

▨ Joint Early Education for the Preschool Handicapped (JEEPH) (Karnes, 1980)

░ Handicapped Children Early Education Programs (HCEEP) (Battelle Institute, 1976)

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York 10598

MAJOR OUTCOMES OF THE REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

A. Immediate Impact - 1980 Program Evaluation

* As compared to national norms, PSHP students made statistically significant gains from pre- to post-test in all skill areas measured by the McCarthy Scales. These included:

Verbal Ability
Perceptual-Performance
Quantitative Ability
Motor Performance
Memory
General Cognitive Ability

* Placement records were extremely positive; 65% of PSHP graduates were placed in regular classrooms or transition programs while only 35% were assigned to special education programs.

* Follow-up testing with PSHP graduates revealed that the cognitive skill gains made during the 1978-79 school year were maintained by those students who continued to have special intervention services.

B. Long Term Effects - 1981 Follow-Up Study

* 53% of the total graduate sample are currently placed in regular education programs; none of these students have been held back a grade, indicating the cost-benefits of preschool education.

* Teachers rated PSHP graduates in regular classrooms similar to or slightly better than their peers in both skill areas and attitutes towards school, demonstrating the value of the program in improving students' school performance.

* Parents of graduates in regular and special education reported positive results for their children; 98% of the parents indicated that their child would not have done as well in school if he/she had not participated in the BOCES Preschool Program.

VI - C

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York

EFFICACY OF PRESCHOOL EDUCATION FOR THE HANDICAPPED

INSTITUTE INFORMATION SUMMARY

LOCAL NEEDS:

Estimated Preschool Population in Putnam/Northern Westchester Needing Services -

- Total population of children from birth to age 5 - 20,545
- Approximate number of children believed to be handicapped - 1,000
- Approximate number of handicapped children presently served - 300
- Approximate number of handicapped children presently unserved - 700

EVIDENCE OF EFFECTIVENESS:

Recent research has placed emphasis on specific factors as evidence of the effectiveness of early intervention for the handicapped. The four most significant factors are:

- number of preschool graduates placed in regular education
- a lack of retention of preschool graduates in regular grades
- parents' positive perceptions of program impact on their child
- a positive attitude of the child toward school

The last factor is also a significant predictor of later school success.

The charts on page 2 give the results of recent studies from three programs (including BOCES) serving children with a wide range of handicapping conditions with regard to these indicators.

These results clearly indicate that preschool programs have a positive impact on the handicapped children they serve.

RECOMMENDED ELEMENTS FOR PROGRAMMING IN NEW YORK STATE:

New legislation is needed to serve the best interests of handicapped children and to insure appropriate and adequate services in New York State since research indicates intervention is most effective the earlier it is provided. Elements essential for programming for these young children and their families are:

1) Authorization of services for all handicaps as defined in New York State Education Law.
2) Authorization of services from birth to age five.
3) Authorization of full state funds for these services.

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The Spring Preschool H-A-P-P-E-N-I-N-G !

Date - March 31, 1981

Time - 3:00 - 5:00

Place - Front Conference Room, School Services
Building, B.O.C.E.S. Yorktown Heights

Purposes:

1. To review behavior management techniques.
2. To identify characteristics of a child who may need further evaluation.
3. To share ideas and methods to manage the negative behaviors of preschoolers.
4. To investigate available materials and services available.
5. To discuss the role of parents in behavior management.

The Agenda is being planned and conducted by Kathy Petisi, Teacher-Trainer Specialist, and Jackie Jones, Teacher-Coordinator of Home Program.

Come and take advantage of the expertise provided by Susan Koweek, one of our program psychologists.

Bring

** Your questions and ideas about behavior management.

** Summaries of cases on which you wish to request consultation.

** Questions about needs and services.

The Spring Preschool HAPPENING will not be the same without YOU. Please arrive early to allow time for chatting with old friends, coffee, viewing materials on display, and parking your car.

Please return this response by Friday, March 13th so that we may plan adequate accommodations for the meeting.

Facility ____

Address ____________________________________

____

Phone ________________________

Persons Attending

____________________________ Title _____________

____________________________ Title _____________

____________________________ Title _____________

Return response to -

Jacquelyn O. Jones
Preschool Home-Teaching Program
B.O.C.E.S.
French Hill School
Baldwin Road
Yorktown Heights, New York 10598

AGENDA

Preschool HAPPENING - March 31, 1981 3:30 - 5 P.M.

3:30 - 3:45 - Welcome. Jackie Jones.
Introduction of participants.
General comments on Behavior Management.

3:45 - 4:00 - Group identifies and lists behavior problems in terms of the problem observed and the goal desired.
How to begin?

4:00 - 4:15 - The role of parents and home involvement. J. Jones.

4:15 - 4:30 - BOCES Preschool Classroom Techniques.

4:30 - 4:45 - A time for sharing successful techniques and tips.

4:45 - 5:00 - Questions for psychologists.
Brief summary of discussions and presentations.

** Please complete the evaluation form and place it in the center of any table. Thank you for your feedback, and for your interest in Preschool services.

VII - A

EVALUATION OF PRESCHOOL HAPPENING - March 31, 1981.

	Yes	No
I have gained new knowledge in the area of behavior management.	____	____
My approach to dealing with behavior problems will change as a result of this meeting.	____	____
I would like a future meeting to expand upon the topic of behavior management.	____	____
I now have a better idea of how to determine a child's special needs due to behavior problems, and when to encourage parents to seek consultation.	____	____
I would be interested in mainstreaming a child with behavior management problems in our facility.	____	____
I now feel more confident in requesting a parent's cooperation in planning an approach to improve a child's behavior in my classroom.	____	____

Facts I learned which will affect my future teaching.

____

____

Information I had hoped to obtain today which was not presented.

____

____

Ideas for topics of future Preschool Happenings.

____

____

Name ______________________ Title ______________

Facility ____________________

***Comments and suggestions welcome.

____

____

____

B - A

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York

NEEDS ASSESSMENT WORKSHOP MINUTES
11/4/80

Amy explained the following information:

Format of day
Needs Assessment Instrument
Types of solutions (internal, External)

Each program component was reviewed. During discussion of services to parent, staff development and services to children, the Capla report recommendations were also discussed. The results of the September staff Needs Assessment were integrated into the Staff Development discussion.

Results of Needs Assessment revealed the following needs (listed in priority order) which can be addressed internally by staff.

NEED	SOLUTION
1. To review and improve parent involvement based on parent needs.	1. A parent involvement committee was formed which includes the following staff members: M.B., K.B., S.B., C.W., L.F., E.B., D.L., B.J., B.K., K.P., S.K., K.H., J.J., S.S., J.J. 2. A meeting will be scheduled re: conceptualized aspect. 3. Further meetings will be scheduled as types of implementation become clear.
2. To acquire and share information with other area agencies including: a) Referring handicapped children who are not admitted to the program. b) Aquiring services for children from other agencies and documenting these. c) Acquiring knowledge re: services available through other agencies. d) Acquiring knowledge on what we should do to better prepare graduates for Kindergarten.	Staff members were assigned to investigate area agency facilities, programs, costs, etc. -

Assignments:

Staff	Type of Agency	Agency
C.Wallis	PT, OT	Blythedale, St. Agnes
S.Bednar	Nurseries	
B.Kronstadt	"	
J.Jones	"	
S.Berger) E. Gerlt)	Sp/Lang Clinical	
L.Fleck) S.Schrift)	Social Service Agencies	

NEED	SOLUTION
e)establishing liaison and exchanging information with other local agencies.	A workshop will be held on January 13 to share information from these committees. A workshop will be held to obtain feedback from K. teachers in the Spring re: children we've sent to Kindergarten. E.B and K.H. to help plan.
3. To examine different assessment instruments and make changes, if appropriate - a)for home program b)for emotionally disturbed c)for speech and language impaired	Committee will investigate and changes wi be made where appropriate. Committee is B.J., B.K., and S.K., J.J. First meeting is on 12/11 at 8:00AM.
4. To provide staff training a)aide training b)art philosophy and activities. c)PT, OT with outside consultants. d)case study approach for examining emotional, linguistic and cognitive development and home training. e)running parent groups.	a) 1 - Rather than specific workshops for aides, an annual procedure will be for aides to be given free time f two days a year with visitations set up to: screening, assessment, classroo and other nursery schools. C.E. will send out schedule. 2 - Aide training booklets will be sh with teachers. 3 - Each team will attempt to have ca conferences during lunch so that aides may participate. Aides wil also be invited to stay after sch if a case conference is to take p b)&c) Amy will schedule workshops on eac of these topics. d) Each TD team will prepare a case description with the use of videotape, e to show diagnosis, planning and resul with a child. Amy will arrange for a workshop time for this. e) Kathy Petisi will run a workshop on t for teachers on December 8th.

It was also noted that:

1. Follow-up procedures are new based on last year's needs assessment. They will be used for a year and re-evaluated at next year's needs assessment.

2. A therapeutic program might be considered.

3. Social Workers and Psychologists should write year end reports on children and families with whom they have worked significantly.

4. Evaluation consultants need to provide teachers with feedback re: implementation and impact study of last year. Amy has arranged for Sue Koen to meet with each teacher individually on Wednesday, November 26th.

5. Teachers will receive some release time for the case presentation workshops.

6. Carol Eagen will follow up on all wait and watches from last year.

New Annual Policies:

September - schedule for aide visitations for year to all classrooms, screening, Td, and nurseries.

October - Nurseries follow-up of graduates.

November - Sharing of agency information.

WORKSHOP DATE REMINDERS:

ABUSE WORKSHOP - ALL STAFF - TUESDAY, NOVEMBER 25th at 2:45 - SCHOOL SERVICES BUILDING.

PARENT GROUP MEETING WORKSHOP - TEACHERS ONLY - Monday, December 8th, 3:00PM FRENCH HILL OFFICE.

ART WORKSHOP - TEACHERS AND AIDES ONLY - January 15th, 8:30 - 10:30AM, at the FRENCH HILL OFFICE. Please have speech therapists cover classes. S.B./S.B.; D.L./E.G./ C.W./C.M.; K.H./B.J. A sub-aide will be provided for morning session.

AGENCY AND NURSERY WORKSHOP - TEACHERS AND CLINICAL STAFF - January 13, 3:00PM. Please be sure you have gathered the information which you are responsible for the workshop.

COMMITTEE DATE REMINDERS:

-Start planning your case review workshop to be presented in March.

-Kindergarten Committee planning agenda due to Amy by 12/8.

-PARENT INVOLVEMENT COMMITTEE - changed from Thursday, 12/11 to 1/6 at 2:45 French Hill Office.

-ASSESSMENT COMMITTEE - 12/11 at 8:00AM - B.J., B.K., S.K.

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A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

NURSERY ENVIRONMENT FOR EMOTIONAL DEVELOPMENT

(N.E.E.D.)

DESCRIPTION OF SERVICES

I. DEFINITION

The Nursery Environment for Emotional Development (N.E.E.D.) is an intensive diagnostic and treatment environment for a small group of children who exhibit developmental delays and/or distortions in the areas of interpersonal relations and personality development.

II. NEED

There are currently children who have not been able to make sufficient gains in growth and development in the areas of social/emotional skills in the Regional Demonstration Program. The use of that program's structured routine and interactive teaching process has not proved to meet their individual needs.

III. ELIGIBILITY FOR PLACEMENT

In order to be eligible for the Nursery Environment, children must meet the following criteria:

1) They have already participated in the Regional Demonstration Preschool Program.
2) They have not sufficiently benefited from the grouping, structure and curriculum offered in social/emotional development.
3) This failure to benefit from that environment does not appear to be related to cognitive potential.

IV. SERVICE DELIVERY MODEL

Six children will attend 2½ hours per day, 4 days a week. The fifth day will be used for individual 2 hour home visits each week for each child. The visits will allow staff to work with parents in teaching them to work with their children at home on the skills developed in the classroom.

V. STAFFING

A certified special education teacher - teacher aide team will work in the classroom with the children daily. Related service staff will include a social worker, psychologist, consulting psychiatrist, and speech and language pathologist.

VI CURRICULUM BASES

A - Theoretical Bases

The Program will draw from a number of well-known leaders in the field of early childhood social/emotional and personality development theoreticians in developing each child's individual education plan. Theoreticians will include: Axline, Bettleheim, Ericson, Makler, Kernberg, Winnecott, Piaget & Anna Freud.

B - Educational Models

Four programs will be investigated for relevant ideas for this unique program. The Developmental Therapy Program in Rutland, Georgia, The Model Development Project in Rutland, Vermont and the Payne-Whitney Clinic in New York City and The Center for Preventive Psychiatry in White Plains. These four Models are based at mental health centers and information gained from them will be adopted to use with a local education agency.

C - Staff Assumptions

Daily curriculum and individual education plans will be developed based on particular beliefs that the staff of this program have regarding treatment of the emotionally disturbed young child. These include:

Environment:

1. Environment should provide opportunity for mastery.
2. Environment should be play-based.

3. Environment should be non-directive.
4. Group playroom is the primary arena of the intervention.
5. Mutual benefits are derived from peer interaction.

Child:

1. Child needs to be accepted for who he is.
2. Child can act upon his environment with minimal limits.
3. Children need a predictable environment.
4. Child needs opportunities for positive peer interaction.
5. Treatment plan for each child will be individualized.
6. Child needs an indepth, formal diagnosis and treatment plan which is revised on an ongoing basis.

Family:

1. Individualized family intervention is essential for child improvement.
2. Family treatment approach will vary according to needs.

Staff:

1. Staff must provide a consistent approach with each child.
2. Staff utilizes a non-directive approach.
3. Staff operates on an ongoing team approach.

VII CURRICULUM PROCESS

A - Entry Information:

Records from the Regional Demonstration Program will form the basis of entry. Therefore, each child shall enter the Nursery Environment with health information, a transdisciplinary assessment and an IEP which indicated minimal or no growth in social/emotional areas.

B - Nursery Environment Diagnostic/Prescriptive Processing Procedures:

C - Nursery Environment Intervention Process based on Staff Assumptions:

1 - Environment

Environment should provide opportunity for mastery, be play-based and non-directive. The group playroom is the primary area of intervention; peer interaction derives mutual benefits.

a - Space: The room is divided into areas for separating children, allowing children to hide, express feelings and feel they are in a family environment.

b - Use of Materials: Use will be limited by staff dependent on child's need.

A non-cluttered room will exist.

c - Type of Materials:

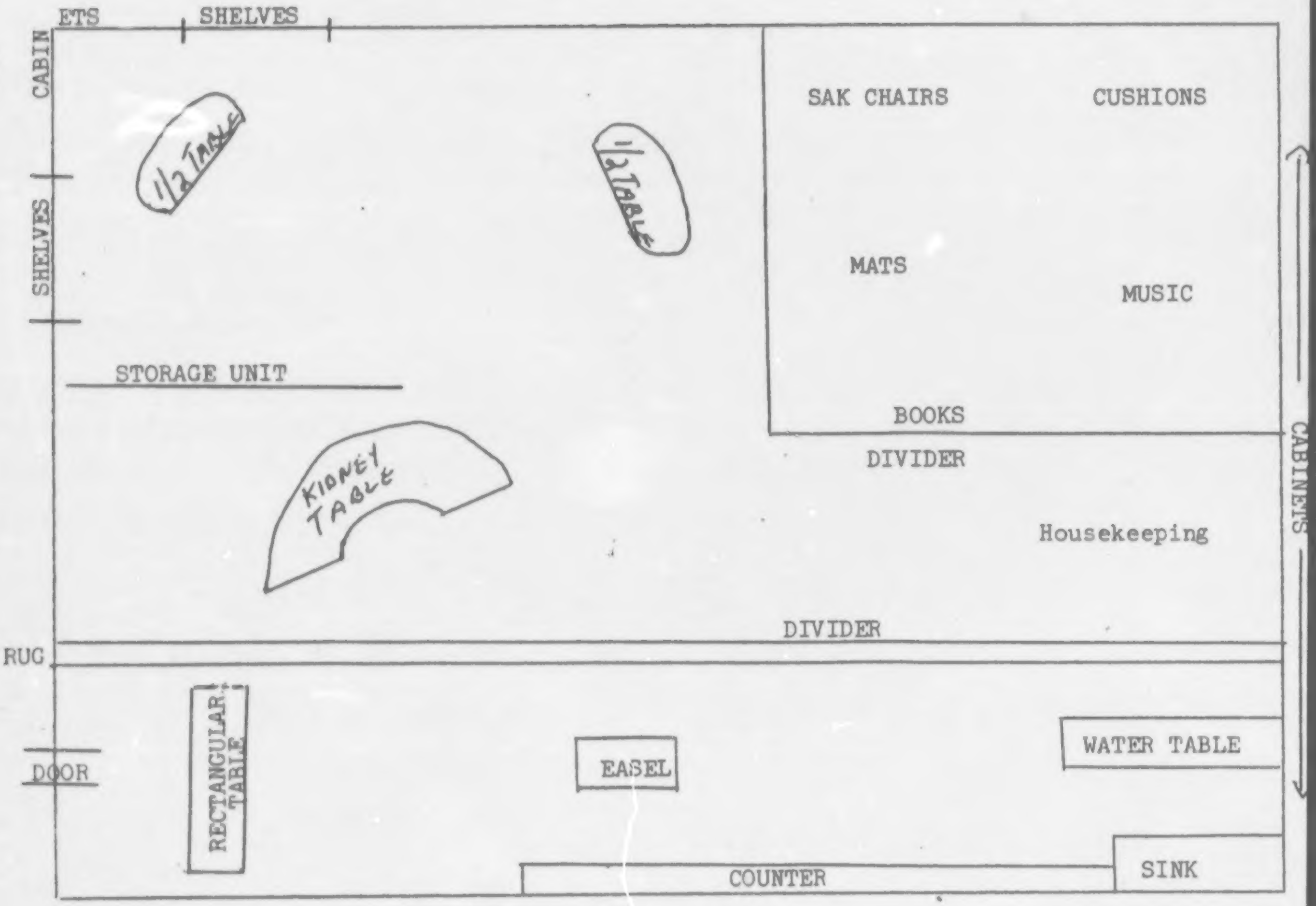
- 1 - Affective: dolls, puppets, symbolic figures.
- 2 - Creative: arts and crafts.
- 3 - Family Setting: mats, pillows
- 4 - Exploratory: water and sand tables, paints, crawling tunnels.
- 5 - Music: records, rhythm instrument
- 6 - Motor: large motor equipment.

d - Centers: are available and children move to them at their own discretion.

e - Expanded Free Play: activities are set up and available; children are encouraged to go from one activity to another but not required.

f - Large and Small Groups: are not used as in Traditional Preschool Programs since they are not necessarily appropriate.

Outline of Room 20' X 25:



2 - Child

The child is accepted for who he is, can act upon his environment with minimal limits, lives in a predictable environment and has many opportunities for positive peer interaction. The child's treatment plan is individualized, is based on an indepth diagnosis and is revised on an on-going basis.

a - Acceptance: Treatment plans develop a base for acceptance and the environment of the group playroom is set up for acceptance of each individual.

b - Limits: are set for protection and safety; limits are reviewed and revised regularly to allow for child's growth.

c - Predictable Environment: is available due to consistent staffing, ongoing revision of treatment plan, total staff involvement in planning and use of same methods by all staff.

d - Peer Interaction: is planned by staff according to child's needs.

e - Treatment Plan: treatment occurs within the nursery environment group playroom (as opposed to pull-out approaches).

3 - Family

Individualized family intervention is essential for child improvement and varies according to each families needs.

a - Family Intervention Schedule: involves weekly interaction.

b - Family Intervention Plan: is modified due to ongoing team approach and adapted to invididual family needs to include: crisis counseling, home visit classroom observations, etc.

4 - Staff

Staff provides a consistent, non-directive approach and operates as a transdisciplinary team.

a - Consistent Non-Directive Approach: Staff takes cues from the child and responds to each child based on his/her individual needs.

b - Daily Routine: is not used as a basis for staff interaction.

c - Limit Setting: is determined by all staff based on individual treatment plan.

d - Peer Interaction: is devised by staff when appropriate and based on child's lead.

e - Primary Facilitator - is the classroom teacher.

f - Staff Functions: (within the Nursery Environment):

- Psychologist - spends 2 days in the group playroom as observer and participant with a set plan for those days.
- Social Worker - interacts with children in the group playroom as appropriate to be familiar with children's needs.
- Aide - interacts with children according to treatment plan; this is his/her primary role.

- Advisor - interacts within environment and helps modify treatment plan.
- Psychiatrist

g - Treatment Plan: all discipline provide framework for plan.

h - Consultant Job Requirements:

- Child Psychiatrist:
  1) experience in the area of child development.
  2) experience and interest in children under 5.
  3) ability to adopt to identity of team member.
  4) organization skills in the area of diagnosis and treatment.
  5) supervisory capacity in the area of individual and family therapy.
- Nursery Environment Advisor:
  1) experience in group setting with young children.
  2) theoretical knowledge of normal development; developmental delays; pathological disorders.

I Proposal for Expansion of Service Delivery Within Preschool Program

II **Specific Recommendation**: To offer availability of direct Social Work practice with families who have a child in the preschool; thereby, classified as having special needs.

III **Observations and Rationale**:

a) COH's and school districts are now required by the State Education Department to provide counselling in the schools when indicated.

b) Professional literature in the area of child development strongly emphasis that work with parents and families is imperative when children under 5 exhibit disorders. Therefore, in the early childhood education sector, counselling can best be offered to parents in an effort to enhance their capacities to assist the child directly.

c) Early childhood disorders, whether congenital, developmental or reactive are documented as having significant impact on whole families. Intervention can reduce anxiety, confusion, and depression, thereby providing support for a family system under stress and mobilizing them.

d) Transdisciplinary Assessment conclusions, program surveys and parent requests have continually reiterated the need for this additional service component. Most germaine to the education setting, however, teachers have sought out social work assistance on behalf of parents as well as an adjunct to the teacher's own work with childrenand families in the program.

e) From staff observation and feedback, it is known that the parents of children in the program maintain close communication, seek out staff, share their concerns and generally "connect" to personnel in preschool. Parents seem less inclined to respond to recommendations to become involved in outside agency mental health facilities. Their trust and communication is often not transferred to outside clinicians; the need and request for assistance is primarily directed toward preschool staff.

IV **Service Delivery**: To be provided by clinical social worker with training and experience in individual and family therapy.

Availability: two days per week.

V **Referral**:

Procedure: a) Request from parents
b) As recommendation by staff from transdisciplinary assessment.

VI **Criterion for Service**:

a) Parents who, with social work intervention, could be helped to better understand and cope with a child who experiences developmental disorders and/or delays.

b) Parents who may be helped to alter dysfunctional patterns of interaction with a child.

c) Parents experiencing personal crises which are directly affecting the child's functioning.

d) Parents who could benefit from assistance in securing and coordinating additional outside services for their child.

e) Parents who could benefit from learning better ways of approaching the child in view of the particular disorder.

VII Method: Individual, Group, Family Counselling to be determined as needed. Length of service would be based upon agreement between client and social worker regarding presenting problems and goals to be anticipated.

Records to be kept which outlines service, yet protects confidentiality.

VIII Goals:

a) Improve parent/child interaction.
b) Enhance family's coping skills in adapting to and assisting child with special needs.
c) Provide liaison and supportive service to family and child in reference to outside agencies and future educational planning with aim to provide conscientious planning and direction.

PRESCHOOL PROGRAM

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN.

PAUL IRVINE
DIRECTOR
SPECIAL EDUCATION

AMY L. TOOLE
SUPERVISOR
PRESCHOOL PROGRAMS

April 2, 1981

Dear

The BOCES Preschool Program for Children with Special Needs graduates children annually who are referred to regular Kindergarten programs and who are no longer in need of special education services. In order to assure that our program makes appropriate recommendations, we would like to invite your Kindergarten Teachers to a workshop which we are holding for them on Tuesday, April 28th.

It's purposes are:

- To familiarize Kindergarten Teachers with our services.
- To ask teachers to share information regarding the skills which children need to be successful in kindergarten.
- To share techniques for mainstreaming the mildly handicapped Kindergarten-age youngster.

I would appreciate it if you would take the time to distribute the enclosed announcements to the Kindergarten Teachers in your building. Thank you for your help in this matter. I am looking forward to meeting with your staff.

Sincerely,

Amy L Toole

Amy L. Toole, Project Director
A Regional Demonstration Program
for Preschool Handicapped Children

ALT:mf

of Cooperative Educational Services, Yorktown Heights, New York 10598 (914) 245-2700 EXT. 394

B - D

PRE-SCHOOL PROGRAM

ANNOUNCEMENT

TO

KINDERGARTEN TEACHERS

Every year some of you have students who have attended our Preschool Program for Children with Special Needs in your class. We would like to take this opportunity to invite you to attend a workshop to better understand what we do and what kind of children we service. We would also like to hear from you any questions you might have about our program or suggestions on improving communication with you about the children entering your class.

****

DATE & TIME:	Tuesday, April 28, 1981 - 3:30 - 5:00 PM
LOCATION:	FRENCH HILL ELEMENTARY SCHOOL, Baldwin Road, Yorktown Heights, New York
PURPOSE:	* To familiarize Kindergarten Teachers with our services. * To ask teachers to share information re: the skills which children need to be successful in kindergarten. * To share techniques for mainstreaming the mildly handicapped kindergarten-age youngster.
DIRECTIONS:	* Route 202 East or West into Yorktown - to Baldwin Road - (opposite Freyers Florist). If coming East make a right hand turn onto Baldwin; if coming West make a left. School is second building on the left.

* *

REGISTRATION FORM - KINDERGARTEN TEACHERS WORKSHOP

French Hill Elementary School, Baldwin Road, Yorktown Heights, New York
April 28, 1981

NAME________________________ SCHOOL NAME________________________

SCHOOL ADDRESS________________________ SCHOOL PHONE #________________________

____

Please return the Registration Form as soon as possible to:

Mrs. Mary Forester, French Hill School, Preschool Program, Yorktown Hgts., N. Y.
10598

BOARD OF COOPERATIVE EDUCATIONAL SERVICES, Putnam/Northern Westchester Educational Center,
Yorktown Heights, New York 10598 Phone: 962-2377

B - E

MEMORANDUM

Putnam/Northern Westchester Education Center • Yorktown Heights, New York 10598 • (914) 245-2700

TO: Classroom Teachers and Classroom Aides

FROM: Amy L. Toole

DATE: December 2, 1980

SUBJECT: Art Workshop

The Workshop on Art in the Preschool Program has been scheduled for Thursday, January 15th from 8:30 - 10:30 at French Hill Elem. School. The agenda of the workshop is:

1. To develop a policy on art in the Preschool Program.
2. To develop a needs statement (what will be needed to implement policy)

This workshop is being held in response to the discussion which took place at the Needs Assessment Workshop in November.

In order to have a discussion on policy, I would appreciate each teacher and aide completing the attached form and returning it to my office this week.

Please remember to arrange coverage for your class that morning in the following manner:

> Shelley for Sue; Elaine for Dee; Cindy for Carol; Bonnie for Kathy, Jeanne for Ellen (if she can work that day); Bev (we'll have ~~to see~~).

I'll put a sub-aide in each room.

Thanks for your help on this. I'm really looking forward to it.

ALT:mf
Enc.

B - E

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York

ART WORKSHOP PRELIMINARY QUESTIONNAIRE

Teacher and Teacher Aide Response

Please complete each question and return to Amy Toole this week.

A) How many days a week do the children have Art? ________

Is Art done in groups? ________

If so, how large a group? ________

What length of time does the group work? ________

How many groups do you work with in one day? ________

Is Art done individually? ________

If so, what length of time? ________

B) How do you get ideas for Art?

____

____

____

____

Name the sources you have found most helpful.

____

____

____

____

C) Is the Art Curriculum designed for:

a)creative expression ________
b)individualized instruction ________
c)Both ________

If both, what % of time is spent on each? ________

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Putnam/Northern Westchester Education Center
Yorktown Heights, New York

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

CURRICULUM MODEL FOR ARTS AND CRAFTS PROGRAM
1/15/81

Theoretical Framework for the Use of Arts and Crafts for the Handicapped Preschooler - to be completed by Kathy Petisi in April, 1981.

Staff Experiential Assumptions -

The BOCES Preschool Handicapped Program believes that arts and crafts activities should:

1. be reinforcing especially in the fine motor area specific skill development goals for each child,
2. be language oriented,
3. be used for positive social reinforcement at home and at school,
4. be based on the individual prior experience of the child,
5. be developed for the enhancement of self-concept.

Arts and Crafts activities should not:

1. be primarily teacher made,
2. be elaborate

Implementation Policies -

Two types of arts and crafts curriculum should be assigned in each classroom:

A - Experiential during free play - children should be encouraged to experience materials such as crayons, paper, scissors, easel, chalk, magazines, play-dough, watercolors and other fine motor skill development materials during daily free play.

B - Arts and Crafts Projects - these should be designed utilizing the framework following special education early childhood:

1. Individualized Educational Programs: Child objectives are used in project planning, especially fine motor .

2. Language Development - staff stresses receptive skills for following directions and language input at each child's level during project.

3. Decision Making Skills - children are encouraged to choose between art project activities.

4. Structured Routine:

   A) Projects are planned at least 2 - 3 days per week.
   B) Projects accur during rotating small group activities or in larger group activities as a readiness toward graduation.
   C) Projects vary according to individual needs in relation to length of time of activity.
   D) Projects are always supervised by an adult.

5. Parent Involvement - implementation policies regarding projects and art experiences during free play should be shared with parents at initial parent meeting which describes curriculum.

Sources of Curriculum Materials for Projects -

Books
School Bulletin Boards
Aide Art Meetings
Log kept over years

Books: Creative Books - Whitman Publishing Co.
Teaching Resources - Learning through Art
Incentive Publications - I Can Make a Rainbow
Von Nostr & Reinhold Co. Arts and Crafts for the Handicapped

Magazines: Early Years, Instructo
Highlights

FUTURE NEEDS:

Literature Search
Occupational Therapy Consultant
Gross and Fine Motor Development Workshop - by St. Agnes Staff.

Respectfully submitted,
Amy L. Toole, Supervisor
1/22/81

ALT:mf

OGRAM
oara Selbst

The Fall General Membership Meeting presented two special films, "The Sooner the Better" and "Child's Play". Dr. Shirley Samuels was the discussion leader.

Instead of courses, a series of nine "One Night Stands" was offered in the winte and spring. These lectures were extremely well attended.

A WAEYC Board Renewal Brunch in memory of Doris Ronald was held at the home of Majorie Miller in February. We hope to continue this as a tradition each September to redefine the goals of the Board.

Dr. Hazel Shorter will be the speaker on May 21, 1981 at the "Pot Luck Supper" a Final General Membership Meeting.

Special thanks to Kay Hirsch for her help as Registrar of the "One Night Stands" and "Pot Luck Supper". Thanks to the rest of the Committee: Marcia Sameth, Grace Hirsh, Dvora Arnon and Carol Hallinger.

OCTOBER CONFERENCE

WAEYC's 18th Annual October Conference was held at the White Plains High School October 25, 1980. The theme, "Into the 80's with Children and Families" gave the 38 parti ipating leaders, who so generously donated their time and talents, full leeway to present impressive scope of subject matter. The 360 participants seemed well satisfied -- the coordinators are grateful to all whose efforts made the day so successful.

Alyce Domenitz, Anne Vonic

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*

SPECIAL NEEDS
Dvora Arnon
Amy L. Toole
Peggy McDonald

In October 1980, the New York State Council for Children and Families called for the testimony of educators of young handicapped children regarding problems in delivery of service to these children under existing conditions. A position paper was written by a coalition of 16 early childhood special needs service providers from Westchester and Putna Counties in New York State and presented at the hearings.

The coalition was very much concerned about preschool education of the handicapp young child and possible solutions that should be considered on a statewide basis before implementation of new legislation. New York State has failed to enact legislation for the education of the young handicapped which would be within the intent of PL 94-142. There i no present New York State mandate to provide such programs. The sole legislation availabl to serve preschool handicapped children in New York State is the Family Court Act, which requires a parent to petition the court for tuition, transportation and/or maintenance fo their handicapped child.

The purpose of the position paper was to define the problems inherent in the cu rent Family Court System and to propose solutions to these problems, as agreed upon by th coalition. An overview was developed to illustrate the problems with the present Family Court System and to propose legislative solutions.

- continued Page

B - F

OVERVIEW OF PROBLEMS OF FAMILY COURT ACT AND PROPOSED LEGISLATIVE SOL

Prepared by: Westchester/Putnam Early Childhood Special Needs Coaliti

PROBLEMS WITH PRESENT FAMILY COURT SYSTEM	PROPOSED LEGISLATIVE SOLUTION
A. CHILD FIND AND PLACEMENT is not mandated. Parents presently petition Family Court.	A. CHILD FIND AND PLACEMENT for childre birth through five should be provided through District Committees of Handica and Regional Direction Centers.
B. EVALUATION for determining eligibility for services not provided.	B. EVALUATION should be provided through C and/or existing evaluation facilities.
C. APPLICATION FOR SERVICES by parents petitioning Family Court for services is inappropriate and requires a variety of agency approvals. Final determination of approval can take months.	C. APPLICATION FOR SERVICES should be mad through C.O.H., thus insuring due proc for parents.
D. ELIGIBILITY FOR SERVICES requires labeling.	D. ELIGIBILITY FOR SERVICES should be det mined through a level of services mode
E. PLACEMENT No approved schools, nor dissemination of information regarding program exists.	E. PLACEMENT should be made in approved f ities familiar to C.O.H.'s to insure q of services. Parent choice in program which provide parent involvement servi appropriate to their needs must be con
F. FISCAL RESPONSIBILITY duplicates efforts on a state and county level. Cash flow problems exist at the service delivery level.	F. FISCAL RESPONSIBILITY should be provid the State Education Department reimbur local school districts for 100% of the expenses.

ADDITIONAL SOLUTIONS TO INSURE QUALITY PLACEMENT AND PROGRAMS

G. COMPOSITION OF C.O.H. should be expanded to include a licensed early childhood spec educator.

H. REGIONAL ASSOCIATE MODEL utilizing a specialist in early childhood education should implemented.

I. LEGISLATIVE ADVISORY COUNCIL should make recommendations regarding regulations.

J. TIMELINE FOR IMPLEMENTATION should include a transition year where training of C.O. and a listing of approved facilities is established.

ADVANTAGE OF FAMILY COURT SYSTEM TO BE INCORPORATED INTO LEGISLATION

K. CHILDREN AGES BIRTH TO FIVE should receive services.

L. ALL TYPES OF HANDICAPPING CONDITIONS requiring a variety of services should be ser

In order to insure quality services based on researched evidence of effective both nationally and locally, the following concepts must be incorporated into the law:

Equal opportunity for appropriate services for children ages birth to five. Local con services through expanded C.O.H. responsibility. Safeguards to insure that national a ally acquired knowledge of appropriate methodologies for the very young handicapped ch utilized. These often differ widely from approaches used with school age children. A of service delivery systems insuring quality services. Present service facilities be demonstrate appropriate evaluation and service delivery methodologies since they have the forerunners of this type of service in New York State. A "level of services" mode used rather than a labeling model. Parent involvement and participation be insured in ment and service delivery. A sound transition plan and timetable be planned.

If you care about services for preschool handicapped children, write to your Legislatures and let them know you want these changes to be made into law. Copies of position paper may be obtained from Peggy McDonald, Early Childhood Direction Center St. Agnes Hospital.

INTERAGENCY CASEBOOK CHAPTER

HCEEP Project - A Regional Demonstration Program for Preschool Handicapped Children

Address: Putnam/Northern Westchester
Board of Cooperative Educational Services
Yorktown Heights, New York 10598

Phone: (914) 962-2377

Type Project: Demonstration

Fiscal Agency: Putnam/Northern Westchester Board of Cooperative Educational Services

Contact: Amy L. Toole

Project Description: This regional program encompasses eighteen school districts in two counties including rural, urban and suburban communities and serves children, ages birth to five, of all handicapping conditions in either:

a) classroom programs which utilize a diagnostic prescriptive individualized curriculum which interrelates a team involvement model and an interactive teaching process.

b) a home program which utilized the Portage Project Curriculum.

Synopsis of Interagency Coordination Program:

The BOCES Interagency Coordination Program involves both agencies and school districts and is based on a belief that regional programs and transdisciplinary team models are effective methods for meeting handicapped childrens needs. BOCES coordinates with three agency types: local education agencies, other early childhood regular and special education service providers and agencies providing related services. A variety of methods are used to foster interagency cooperation and are based on individual agency needs. Emphasis is placed on positive staff relations, constant communication and follow-up, development of uniform procedures and policies for all staff to follow in working with other agencies and evaluating effectiveness.

The four elements of maintaining a positive attitude, respecting other staff and program philosophies, being persistent and providing help are considered the basis for successful cooperation.

I - THE SETTING

A - The Problem - In 1976 the Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES) Special Education Department began child find and service delivery for preschool handicapped children. Only a few services existed within the community at that time, and coordinated interagency efforts were lacking. The nature of a regional program like BOCES mandated that efforts center on cooperating with existing service providers, as well as the BOCES eighteen component school districts. The agency types receiving BOCES attention included local education agencies, other early childhood special and regular service providers and agencies providing related services, such as speech therapy or counseling. These will be referred to throughout this paper as LEA's, other providers, and related services.

B - The Climate - These agencies perceived various advantages and disadvantages to coordinating services. Advantages for LEA's included: expanding the continuum of services for their handicapped children, preventing the need for special education services upon reaching school age, and providing services without increasing local staff responsibilities. Other providers felt BOCES services would expand opportunities for children not served or not receiving appropriate services. Related services felt that educational opportunities would become available for their populations.

On the negative side, LEA's were fearful of possible local fiscal responsibility following the end of federal funding, and other providers and related services feared loss of referrals.

C - Project Committment - The BOCES program decided to focus on the advantages perceived by the three agency types and formulated three interagency goals:

1 - to provide appropriate services for children from component LEA's

2 - to avoid duplication of services

3 - to provide additional needed services, such as those for mild and moderately handicapped children and home program services

In an attempt to demonstrate committment to these goals and to foster a feeling of mutual trust and cooperation, meetings were held with representatives of all agencies. Agendas focused on listening to their needs and gathering information about their programs to prevent duplication of services. Early changes in the proposed BOCES service delivery model also demonstrated committment to this concern. For example, BOCES did not serve severely retarded children since this service was offered by other agencies.

II - THE START

A - Base in Theory/Research - The committment for these efforts stemmed from the administration's belief in the regional approach to education and the transdisciplinary team model. Historically, a strong framework for a regional approach exists in New York State since BOCES services are a legislated part of the educational delivery system. BOCES provide "extentions" of local school district services. The school age programs in special education and occupational education developed since 1948 demonstrate that quality services can exist on a regional basis. The concept of team members sharing and learning together across disciplinary boundaries forms the basis of the transdisciplinary team model for early childhood education. A natural extention of this model became sharing and learning across organizational boundaries with different agencies.

These beliefs combined with the BOCES interagency goals resulted in many interagency activities during the past five years. The activities with LEA's which helped ensure their awareness of the needs of their children and appropriate placement at school age included:

- developing procedures for sharing information on children who are screened, who attend the program, or who are referred at school age for kindergarten or special class placement.
- meeting with district transportation supervisors annually to review bussing needs.
- holding at least four group meetings annually with personnel from component school districts to describe program activities and answer questions.
- including district representation on the Preschool Advisory Council.

Activities with other providers and related agencies helped ensure appropriate placement and services for children within the geographic region and reduced duplication of services.

They included:

- helping establish a coalition of seventeen public and private special education early childhood service providers within a three county area,
- providing free on-site screenings and consultations to children attending regular nursery schools, providing free regional screenings for all children in the program's geographic area,
- referring children to the most appropriate special education or regular education facility to meet their needs,
- providing free workshops for regular nursery school and kindergarten teachers, including day care, head start, private nursery and special education programs,
- discussing and developing a contract with a hospital for on-site physical and occupational therapy consultants and full medical evaluations where appropriate,
- discussing possible on-site parent counselling through a mental health agency,
- developing Procedures for Reporting Suspected Abuse and/or Maltreatment in cooperation with the local Child Protective Service Agency,
- developing and utilizing procedures for referring children for complete speech, language and audiological evaluations at local clinics,
- developing case review procedures for children and families attending different local clinics, mental health agencies or social services,
- reviewing program practices with the local pediatricians as part of their regular hospital meeting agendas,
- including representation of these agencies on the Preschool Advisory Council.

The specific methods used to accomplish these activities are described in the following parts of the chapter.

B. - Planning - Initial activities for developing interagency cooperation included: hiring staff committed to respecting personnel from other agencies and disciplines, visiting other programs and agencies to identify gaps in community services, and developing readable material about the BOCES program.

C - Approaching Agencies - Agencies were approached by administrators and staff. Initial activities began with the administrator. Group meetings were set with LEA's. Agendas were informative and specific. Time was always left for questions regarding their concerns. Meetings with other agency directors occurred on an individual basis and were preceded by a letter describing the projected program. During these meetings, the BOCES administrator focused on the accomplishments of the other agency and how the BOCES program might utilize those services. This seemed to reduce competitiveness among agencies and initiate cooperation.

At the staff level, individual calls and visits were made regarding specific children following the initial administrative contact. Staff demonstrated an attitude of sharing and working together.

D - Administrative Support - Techniques used to ensure administrative support included: presenting awareness workshops about the program to audiences such as chief school administrators and school business administrators, providing minutes for all group meetings, writing thank-you notes after all individual meetings, and offering to provide extra services such as workshops, typing of invitations and case management meetings.

III - THE PROCESS

A - Human Resources - Successful cooperation with all three agency types stemmed from positive staff relations among agencies. Staff was hired and trained to relate warmly and sincerely to others, convey a good listening ear, refrain from personal judgment and respect other opinions. Staff members perceived interagency cooperation efforts as part of their job. Specifically, they were asked to become familiar with all printed material about BOCES and other agencies, role play prior to meeting with staff from other agencies, visit several community agencies each year, and receive training by staff from other agencies. These activities created a sense of committment among staff to work with other agencies and allowed the agencies to sense a sincere interest in and respect for their services.

B - Physical Resources - the BOCES facility was a convenient meeting place since it is located at the geographic center of the eighteen school districts. Meetings intermittently held at other agencies, however, fostered a better knowledge of their services and facilities, and a closer comraderrie among staff members. Minutes taken at these meetings helped remind staff of their specific responsibilities.

The telephone served as a major resource in coordinating individual cases. Constant communication for child case reviews demonstrated the BOCES staff desire to work in the best interests of the child. Two way release forms were a vital part of the child's record, so that staff always had open lines of communication with pediatricians, other clinics, doctors and nursery programs with whom parents had interacted.

C - Fiscal Resources - No specific funding was necessary for the types of interagency efforts described. Administrative committment in utilizing personnel and physical resources such as typing, xeroxing and phone bills were the necessary ingredients.

D - Information Resources - Written procedures and methods were essential in communicating with such a variety of agencies effectively. They were included in each staff member's "Project Manual" for easy access and review and included such topics as gathering appropriate releases from parents, communicating with school districts and nursery schools, meeting with agencies for case reviews and observing in nursery schools. A slide tape description of the program and a visitor orientation packet allowed the program to be represented consistently regardless of the specific staff member sharing the information.

E - Management - No formalized procedures or by-laws were used. The attitude was a team approach, although the BOCES program took the lead in setting up many meetings and following up on details. Prior preparation, agendas based on needs and suggestions from other agencies, brainstorming sessions, and an emphasis on a common goal such as legislation or a child's welfare, proved to be successful methods.

F - Communication - Effective communication with agencies was fostered by training staff in methods of positive communication, visiting other agencies, distributing minutes and writing thank you notes, offering to follow-up on details and constant verbal emphasis on working together for the good of the child and/or the community.

G - Driving Forces - The need to provide LEA's with accurate information regarding children and to provide total and appropriate service delivery for all handicapped children within th regional service delivery provided the impetus for continued interagency efforts.

H & I - Restraining Forces and Overcoming Roadblocks - Restraining forces were sometimes caused by poor communication or defensiveness by individual personnel and agencies. For each negative force, a positive resolution was found. The following are some typical exampl

a - Problem: Different LEA's asked for different procedures for communication.

Resolution: Procedures for each district were written by the administrator and distributed to the staff.

b - Problem: Small agencies and regular nursery schools did not refer for fear of loss of clients.

Resolution: Children identified through BOCES screening were referred to those appropriate agencies.

c - Problem: Different philosophical approaches effected programming for a child among agencies.

Resolution: Open and honest discussions were held between both agency personnel and parents, if necessary, regarding advantages and disadvantages of both philosophical approaches.

d - Problem: Lack of time existed for developing strong communication systems.

Resolution: A timeline was created for development of interagency cooperation activities over a three year period.

e - Problem: Staff disliked one another.

Resolution: Staff were trained to communicate positively and were urged to meet with other agency personnel to discuss differences and arrive at compromises.

IV - THE RESULTS

A - Informal Agreements - Verbal agreements formed the basis for cooperating, although these were often cemented by follow-up letters. Certain written documentations were useful in coordinating efforts such as position papers, service directories, task force reports, and policies and procedures for agencies about common issues, such as Child Abuse.

B - Formal Agreements - Written contracts were only used to define direct personnel services to children and families between two agencies. Staff and supervision responsibilities were clearly outlined.

C - Positive Effects - The positive effects of the interagency cooperative efforts of BOCES were that LEA's were provided with: educational expertise in a specific service area, information for planning for school age services for the handicapped, a cost effective service for their children, and a service which could then be replicated at a local level. Other providers and related agencies were provided with free screenings, consultation, a means of group power for advocacy, and a resource for staff training.

D - Negative Effects - Negative effects were that children received services away from their local community, much time was spent in communication efforts and parents sometimes became confused about appropriate programming for their children due to philosophical differences between the agencies.

E - Evaluation Strategies - Needs assessments prior to planning workshops, followed by questionnaires after training helped evaluate effectiveness in training groups from other agencies. Mailed evaluation forms and telephone surveys conducted by external evaluators measured perceptions of the other programs to BOCES interagency efforts.

Appropriate record keeping techniques measured such factors as numbers of referrals from other agencies, referrals made to other agencies, numbers of case conferences per child and attendance at meetings. A review of all of these results with staff annually improved future policies and procedures.

F - Expectations vs. Reality - A positive approach and willingness to be flexible has resulted in positive relations with a variety of agencies. Staff expectations of other agencies personnel can cause friction and the reality of accepting differences in philosophies must constantly be pointed out by the administrator. Establishing cooperation takes time; the program must establish trust and a good reputation in the community. Patience and persistence over a period of years becomes a key to positive relationships.

G - Replication - No specific replications of this effort exists. However, specific methods for developing each aspect of the interagency cooperation activities is contained in the book:

Eagen, C., Jones, J., Petisi, K. and Toole, A. A Guide to Creating Community Awareness and Interagency Cooperation. Yorktown Heights, N. Y.: Putnam/Northern Westchester Board of Cooperative Educational Services, 1980.

This book is available for $7.00 from the program.

H - Free Advice - Four essential elements comprised the successful interagency cooperation efforts used by BOCES and these can be achieved without access to finances and without hiring of specific interagency personnel.

The Keys are to:

1. - Always maintain a positive attitude in working with all agencies.
2. - Always respect their services and staff although their philosophies may differ.
3. - Always be persistent in contacting and following up with other agencies.
4. - Always look for ways of providing help for other agencies.

All people enjoy positive reinforcement for the efforts they put forth in their positions. When given this reinforcement along with offers of additional help and services, interagency communications can begin and flourish.

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SUBMISSION TO THE
JOINT DISSEMINATION REVIEW PANEL

Program Area: Early Childhood, Handicapped Education

I. INTERVENTION TITLE AND LOCATION: A Regional Demonstration Program for Preschool Handicapped Children

Putnam/Northern Westchester Board of Cooperative
Educational Services (BOCES)
Yorktown Heights, New York 10598
(914) 245-2700, (914) 962-2377

II. DEVELOPED BY: Amy L. Toole, Supervisor, Preschool Programs
Special Education Department, Putnam/Northern Westchester BOCES

III. SOURCES AND LEVELS OF FUNDING:

	Federal	State	Local	Total
January 1976 - June 1980	$307,000	$487,681	$100,815	$895,496

IV. YEARS OF INTERVENTION: January 1976 - June 1980

V. BRIEF DESCRIPTION OF THE PROGRAM:

A. Program Context -

Demographics. The BOCES Preschool Handicapped Program (PSHP) is a regional program serving eighteen school districts in Northern Westchester and Putnam Counties of New York. This area encompasses rural farmland, suburban communities, and several cities of 20,000 to 35,000 people. The population is predominantly English-speaking, although there is a growing influx of Spanish, Italian and other bilingual ethnic groups. The socioeconomic status of the area is quite varied, with the major cities--Peekskill and Ossining--having considerably lower levels of education, income and employment than the other communities.

Ages and Types of Handicapped Children Served. The BOCES Preschool Program provides early intervention services for children three to five years of age who exhibit one or more of the handicapping conditions defined for children in New York State. These handicaps include: Severely Speech/Language Impaired, Emotionally Disturbed, Physically Handicapped, Specific Learning Disability, Hard of Hearing/Deaf, Legally Blind/Partially Sighted, Educable Mentally Retarded, Trainable Mentally Retarded, and Autistic.

Student placement in PSHP is determined through a multi-step process which begins when a child is referred by the parent or professional for screening. During the screening procedure[1], an assessment is made of the child's level of functioning through a combination of parent interviews, behavioral observations and administration of formal and informal tests, including the Denver Developmental Screening Test. If the child is functioning significantly below the age-appropriate level in language, personal-social and/or motor skill areas, and is diagnosed according to state handicap classifications, he/she is considered eligible for program services. Final placement in PSHP classrooms is made on the basis of age and maturity of the child, the family/child interaction patterns, and the readiness of the child for classroom activities. During the 1978-80 school years, 125 children were enrolled in PSHP classrooms. Complete test data were available for 102 of these students; their average age at the start of the program was 4.0 (range 3.0 to 4.8 years) and they represented the following types of handicaps: Severely Speech/Language Impaired, Emotionally Disturbed, Physically Handicapped, Specific Learning Disability, Hard of Hearing/Deaf, and Mentally Retarded.

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[1] Screening is conducted by the program's Central Screening Committee which includes a psychologist, social worker, speech pathologist, and classroom teacher.

B. Overall Goals/Objectives -

To respond to the needs of these handicapped children, BOCES staff designed a comprehensive program of educational services which included student outcome goals to effect improvement in verbal, perceptual, motor and general cognitive skills.

C. Claim of Effectiveness -

In light of the program's outcome goals for students, the following claim of effectiveness is being made:

> As compared to the norm group, students participating in the Preschool Handicapped Program achieved significant gains from pretest to posttest in a) verbal, b) perceptual-performance, c) motor, and d) general cognitive skill areas.

D. Unique Aspects of Project -

The features which make the PSHP program unique are its team involvement model and the interactive teaching process employed by project staff. For each feature, individual project elements are combined in a unique manner, forming an interrelated, comprehensive approach to both diagnostic-prescriptive services and classroom instruction.

With regard to the team involvement model, three elements characterize this service delivery system. First, parents are viewed as team members who provide critical input in the overall educational planning for their children. Together with other team members, i.e., a psychologist, social worker, speech and language pathologist, classroom teacher and teacher aide, parents are integrally involved in all project activities including assessment, planning, coordination and delivery of student services. PSHP parents are specifically encouraged to participate as team members in the classroom through the project's Parent Volunteer System.

The second element essential to this model is the classroom-focused approach to team activities. Unlike many other special education programs, the PSHP transdisciplinary team not only provides consultative services, but also interacts directly with children in the instructional process. Both the team consultation and the delivery of services to children occur within the classroom setting in order to eliminate the stigma associated with pull-out approaches.

Finally, this model is characterized by the ongoing and consistent services provided by the PSHP team. The same six individuals are involved in assessing the child's needs, developing her/his educational plan, delivering program services and planning or coordinating current and future placements.

Consistency is further underscored by the role sharing which occurs among this team, so that each member addresses all of the educational goals prescribed for each PSHP student. For instance, the speech pathologist focuses on a child's social-emotional growth and cognitive development, as well as her/his language production. Similarly, the social worker utilizes language intervention techniques in combination with strategies designed for improving a child's self-concept. To accomplish such role sharing, team members train each other in appropriate techniques characteristic of their respective disciplines. Thus, the PSHP team involvement model is an integrated classroom-focused approach in which parents serve as active team members.

The second unique feature of this program, the interactive teaching process, involves the synchronistic use of three important teaching strategies--diagnostic-prescriptive teaching, language intervention and positive reinforcement. While each of these educational techniques often exists in preschool handicapped programs, it is the frequent and simultaneous utilization of all three elements which characterize the PSHP approach. In project classrooms, staff model appropriate language use, elicit children's language production, provide nonverbal, verbal and behavior-specific reinforcement, and attend to the individualized educational plans for each child on a continual basis. Specifically, program standards indicate that staff are expected to spend over half of their classroom time engaged in the interactive teaching process.[1] As a result, students are exposed to a consistent form of instruction which focuses on the interrelationship of their cognitive development, language production and self-concept. The PSHP interactive teaching process thus provides a vital approach to the education of preschool handicapped children.

E. Theoretical Bases and Assumptions of Project -

The unique aspects of the PSHP program--the team involvement model and the interactive teaching process--are based upon currently accepted theories in education or child development and empirical research data. Each of the interrelated elements which comprise these two unique features has received substantial attention in the literature.

In the case of the team involvement model, research is available to support all three program elements. With respect to parent participation, such involvement has been well documented as a vital aspect of successful early childhood programs (Peters, 1977). Research has also shown that a critical variable in achieving effective parent involvement is the inclusion of parents as part of the team responsible for planning educational programs for their children (Shearer & Shearer, 1972). Evidence regarding the second element, classroom-focused team activities, is drawn primarily from the theories of Bloom and Lahey (1978). These authors suggest that in order to make a child's experience with language frequent and relevant, speech pathologists must deliver language intervention services within the child's own environment, e.g., the classroom, and capitalize on his/her interests. PSHP has extended this rationale to other team members as well, since the classroom-focused approach promotes both reinforcement of student learning and continuity of program services.

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[1] A thorough implementation study conducted in all PSHP classrooms during the 1979-80 school year indicated that staff were engaged in behaviors congruent with this teaching process 61% of the time.

To support the provision of ongoing and consistent team services--the third program element--project staff have drawn evidence from Goehl and her colleagues (Goehl, Lee, Scheiblen & Specker, 1979) and the Task Force on Staff Development (1976). As these sources reveal, compartmentalization and fragmentation of services to children and their families are reduced through the use of a consistent team for planning and service delivery. Furthermore, they suggest that continual training and communication between team members enables these individuals to keep pace with advances made in the field and heighten the quality of services provided by the team. Thus, all three elements which comprise the team involvement model are grounded firmly in research and educational theory.

Similarly, the three elements which form the PSHP interactive teaching process are supported substantially in the educational literature. With respect to the diagnostic-prescriptive teaching utilized in project classrooms, this methodology is drawn primarily from the theories of Gesell and his colleagues (Gesell, Halverson, Thompson, Ilg, Costner, Ames & Amatruda, 1940) and Piaget (1952). They indicate that children proceed through distinct stages of development where learning patterns are qualitatively different at each stage. Moreover, these theorists contend that children's movement through developmental stages is sequential and invariant, although the rate of movement for any particular child may vary considerably. Thus, the specific developmental level and corresponding curricula content for each child must be determined through a diagnostic-prescriptive process. In this way, sequenced skills can be specified for each child's individual level of functioning.

The language intervention and positive reinforcement strategies used by PSHP staff within the interactive teaching process are derived from the empirical research data of Bloom and Lahey (1978) and Brophy (1972), respectively. Bloom and Lahey have concluded that effective language intervention involves modifying the child's environment so that his/her experience with language is frequent and relevant. These authors suggest the use of strategies such as listening to children, accepting and expanding verbal interactions and modeling appropriate language use during the child's daily activities. In the case of reinforcement, Brophy has found that rewards and other positive reinforcing events are important motivators for learning among preschool children. Ongoing support to any appropriate behavior or learning exhibited by children can be provided through nonverbal, verbal and behavior-specific reinforcement techniques. This researcher further contends that the establishment of a positive milieu which allows for discovery and an acceptance of children's mistakes can also serve as an important motivator for learning. Thus, the elements of the interactive teaching process employed by PSHP staff are supported thoroughly by educational research and child development theory.

F. Project Services -

The PSHP program operates a regional delivery system in which educational services are provided to a consortium of eighteen school districts encompassing a two-county area. This regional program is an efficient and cost-effective method for schools to respond to the needs of preschool handicapped children. All districts in this consortium are eligible to receive project services for any child who meets the program's selection criteria. PSHP is a noncategorical program, primarily designed for children who are mildly or moderately impaired. Thus, membership is open to preschool students with a variety of handicapping conditions. To serve this population, PSHP has four school-based sites--one in Peekskill, one in Mahopac, and two in Yorktown Heights, New York. Children are bussed to the site closest to their homes with transportation services being provided by their local school district.

At each PSHP site, both a morning and afternoon session are offered with approximately ten children in each session. Children spend 2½ hours per day, five days per week, over a ten-month period in classrooms staffed by a full-time teacher-teacher aide team with support from parent volunteers. The speech and language pathologist, psychologist and social worker who also work within this setting are available on a part-time basis. All project staff are highly qualified in their respective disciplines; classroom teachers are trained in both early childhood and special education.

The structured, routine schedule followed in PSHP classrooms is carefully planned and allows for large and small group activities, as well as individual time. The daily schedule includes structured play, creative play, art, snack, quiet time and fine and gross motor activities. In conjunction with this classroom intervention program, the project provides the following services for preschool handicapped children and their families: screening, comprehensive diagnostic evaluations, child placement/referral, linkage with outside agencies and a variety of parent involvement activities.

VI. EVIDENCE OF EFFECTIVENESS:

A. Sample -

All students who attended PSHP during the 1978-80 school years were considered for the final sample in this assessment of program effectiveness; the ultimate selection, however, was based on the availability of both pre- and posttest scores. A total of 102 different students met this testing criteria--54 who participated in the program in 1978-79 and 48 who attended PSHP in 1979-80. The final sample represented 82% of the entire preschool enrollment for both years. Of the students not included in the final sample, several were untestable due to the severity of their handicap, while others had moved prior to the time of the posttest. There is no evidence to suggest that the students who left the program prior to the posttest differed in any significant way from the final sample of students.

B. Measure -

The McCarthy Scales of Children's Abilities (MSCA), a widely known, standardized test, was the instrument used to assess student gains. The specific MCSA scales[1] utilized were the Verbal, Perceptual-Performance, General Cognitive, and Motor Scales, since they corresponded most directly to student goals.

The McCarthy has one of the highest reliabilities of any early childhood measure; stability coefficients for the scales range from .77 to .91, while split-half coefficients range from .79 to .93. In addition, the test has demonstrated high construct validity; the correlation coefficient between the General Cognitive Scale of the McCarthy and the Stanford-Binet is .81. The McCarthy is also highly correlated with the Wechsler Preschool and Primary Scale of Intelligence (r=.71). Although the MSCA was standardized on a "normal" population, the manual specifies the applications of this instrument for exceptional children.

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[1] The McCarthy also provides Quantitative and Memory Scales.

The MSCA was given to PHSP students by four doctoral candidates in psychology who had previous experience in administering this test; these individuals conducted both pre- and posttesting. The testers were trained and supervised in administering this test by a psychology professor prior to testing the PSHP students. In each instance the administration and scoring were in strict accordance with the publishers' instructions. Furthermore, the Supervisor of Preschool Programs observed the testers periodically. After the observations, the Supervisor met with the testers to discuss their performance relative to rapport with children, the testing approach, accuracy of procedures and accuracy of scoring. These procedures thus insured the uniformity and accuracy of the student assessment process.

C. Design[1] -

The ethical and legal considerations involved in selecting a control group for the PSHP population resulted in the choice of a quasi-experimental design--norm-referenced evaluation--where normative data served as the comparison by which to assess gains made by project students. In this design the pretest performance of each child in the treatment group was determined with respect to the appropriate age-norm group using normalized standard scores. Those children in the norm group who obtained the same test scores as the PSHP students thus served as a surrogate control group. It was assumed that, in the absence of the program, project students would maintain their standing with respect to this norm group from pre- to posttest. That is, at the time of the posttest PSHP students would have the same normalized standard score in terms of the norm group as they had at pretest time and thus, their standard score gain would be zero.[2] If the program made an impact, however, the pre- to posttest gain would be significantly greater than zero.

D. Data Collection Procedures -

PSHP students were tested with the McCarthy Scales on a pre- and posttest basis in October and May for both the 1978-79 and 1979-80 school years. These dates corresponded with those of the standardization procedures.[3] Project staff supervised the data collection and provided a roster of results to the project evaluator.

E. Analysis -

Data were analyzed by comparing the mean pretest scores of PSHP students to their mean posttest scores for each of the four McCarthy Scales judged appropriate for measuring the impact of the program. A correlated t-test was used to test statistical significance ($p < .05$, one-tailed probability). Furthermore, educational significance was established by comparing the size of the pre- to posttest gains to the standard deviation of the norm group.

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[1] The evaluation was conducted by the Center for Resource Management, Inc., of Yorktown Heights, New York.

[2] A zero gain in normalized standard score units does not mean that project students learned nothing between pretest and posttest. Rather, the zero gain means that the amount of learning was precisely what would have been predicted under normal maturational growth.

[3] Age norms are available at half-year intervals between the ages of 2½ and 5½.

F. Program Results -

Statistical and Educational Significance. Results of the data analysis are presented in Table 1 for the 102 PSHP students who attended the program during the 1978-80 school years.[1] As this table indicates, growth in relation to national norms was statistically significant for PSHP students.

TABLE 1

PRE/POSTTEST COMPARISONS ON THE McCARTHY SCALES
FOR CHILDREN PARTICIPATING IN PSHP IN 1978-80
(N = 102)

MSCA Scale	Standard Score Pretest Mean	Standard Score Pretest SD	Standard Score Posttest Mean	Standard Score Posttest SD	Standard Score Gains	Gain in SD Units	t
Verbal	45.64	9.51	50.95	9.88	5.31	.53	6.7*
Perceptual-Performance	45.63	10.92	53.25	10.12	7.62	.76	9.5*
Motor	43.80	11.87	49.70	12.24	5.90	.59	3.3*
General Cognitive	91.31	17.17	101.38	15.87	10.07	.63	8.6*

$^{*}p < .001$

That is, the posttest scores for the children in the BOCES Program were significantly higher than their pretest scores, attesting to the program's effectiveness in improving students' verbal, perceptual-performance, motor, and general cognitive skills. The word "significant" is used here to designate both statistical significance at the .001 level and practical educational significance; the standard score gains were greater than one-half of a standard deviation, with an average of .63 standard deviations in relation to the national norms. A gain of one-third of a standard deviation was established as a criterion for determining educational significance (SD for Verbal, Perceptual-Performance and Motor Scales: 10; SD for General Cognitive: 16); that the size of the effect for PSHP students exceeded this figure attests to the meaningful nature of this program as an educational service for the preschool handicapped population.

To add further support to the significance of these project findings, the data were examined to determine if gains were evident for all types of children and consistent across program sites. Regarding the first issue, there were two concerns: a) are boys more likely to benefit from the preschool program than girls, or vice versa; and b) are children with certain types of handicaps more likely to benefit than children with other handicaps.

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[1] The average length of time these PSHP students were in the program was 9.3 months. (SD: .6; range: 7 months - 10 months)

Results indicated that all gains were consistent across levels of these factors; that is, PSHP worked equally well for boys and girls and for all types of handicaps served. With respect to the second area, data were analyzed separately for the four program sites. These individual analyses indeed revealed that findings were consistently positive. Particularly noteworthy were the gains on the General Cognitive Scale--all were greater than one-third of a standard deviation.

The program's educational significance and the successful growth and development of individual special needs children placed in PSHP are also illustrated by the following case study:

> A severely speech and language impaired child, Louis entered the Preschool Handicapped Program in September, 1979, at three years, six months of age. At the time of screening, he had totally unintelligible speech and a severe hearing loss due to a history of otitis media--fluid build-up in the middle ear. The screening report described his specific weakness as: "short attention span, distractible, articulation severely impaired, receptive language better than expressive." When Louis entered the classroom setting, he also manifested some mild social problems as a result of his handicap. His attention span during group time never exceeded two minutes, and he would not participate in group activities spontaneously.
>
> Seven months after Louis entered the program, the transdisciplinary team assessment indicated marked improvement. The speech pathologist described his speech as "reduced intelligibility with context unknown," indicating that he had "a language deficit involving primarily vocabulary and sentence structure." Overall, team members said Louis "enjoys learning new activities and has an excellent attention span." Additionally, his mother stated her pleasure with Louis' speech and language abilities, as he had not been able to talk at all until he was almost four years old.
>
> End of the year reports, after ten months of program participation, revealed that both Louis' speech/language capabilities and his social skills had continued to improve. His verbal interactions included initiating and elaborating upon topics of interest to him. His attentiveness in one-to-one interactions was marked at fifteen minutes, while his attention span during group time was twenty minutes. Furthermore, Louis had become a leader in the group and would often initiate innovative, free play with students.
>
> According to present teachers in the PSHP transition program, Louis maintained his capabilities over the summer and continued to show improvement in his primary handicapping area. Currently, a referral to a regular nursery school program is pending.

Finally, student placement data provided additional evidence of program effectiveness. An examination of project records revealed that 65% of the

PSHP graduates were placed in regular or transition classrooms upon leaving this preschool program. Only 35% of these students were assigned to special education programs, indicating that PSHP was successful in preparing preschool handicapped children for participation in the educational mainstream.

Elimination of Rival Hypotheses. To determine if PSHP results could be attributed to the program alone, several possible competing factors were examined: the history effect, the testing effect, statistical regression, and attrition. In terms of the history effect, a review of student records indicated that PSHP children did not receive additional intervention services (e.g., physical therapy, speech or language therapy) during the time of treatment which could account for their gains. Moreover, during the treatment period, there were no major change-producing events, such as new laws for the handicapped or variations in institutional schedules, which could explain these differences. Regarding the second factor, a general estimate for determining the size of a testing effect on posttest results is one-tenth the standard deviation; PSHP gains were significant even when this effect was taken into account. The third factor, statistical regression, was minimized in that PSHP students were not selected on the basis of their pretest scores. Finally, attrition was eliminated as a competing factor since it was determined by data analysis that PSHP students who dropped out of the program prior to the time of the posttest did not differ significantly from those who remained in the program on either educational variables or pretest scores.

In summary, the size of student gains, the consistency of findings across classroom sites and certain background factors, and the elimination of various rival hypotheses attest to the effectiveness of PSHP as an early intervention program for handicapped children.

VII. DISSEMINATION/REPLICATION:

In addition to the replication activities which have taken place within the Preschool Program itself, i.e., an expansion from one to four sites in the last three years, project staff provided 142 different outreach services during the 1979-80 school year alone. Specifically, staff conducted general awareness activities, sponsored on-site visitations, and provided training on the Parent Volunteer System and the Transdisciplinary Assessment Team. During that year, a replication site was established in South Orangetown, New York, with a special focus on the team involvement model.[1] Two additional replication sites in Warwick and Woodstock, New York are being established during the current program year. These responses illustrate the interest in PSHP among the educational community.

VIII. PROGRAM COSTS:

The per student costs during installation and subsequent years of program operations are reported in the Cost Information Table on the next page. These figures represent the costs for utilizing the model with 20 handicapped children per year. It must be noted that personnel expenses are based on teacher salary scales for the Putnam/Northern Westchester Board of Cooperative Educational Services in New York, which are higher than most other areas of the country. Therefore, it is anticipated that per pupil costs would be substantially lower in other communities.

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[1] Student impact data collected for this site indicated that target children made gains consistent with the PSHP Program; that is, statistically significant differences were found from pre- to posttest on all McCarthy Scales.

PSHP COST INFORMATION TABLE
(N = 20 children)

	INSTALLATION (Non-recurring Costs)	SUBSEQUENT COSTS (Recurring Costs)
PERSONNEL		
Classroom Teacher (100%)	$ 50,815.00	$ 50,695.00
Teacher Aide (100%)		
Speech Therapist (60%)	(Includes $120.00 for substitute teacher at $30/day for four days)	
Psychologist (20%)		
Social Worker (20%)		
Secretary (20%)		
Administrator (10%)		
PERSONNEL TRAINING (Six days of Training and two days of follow-up at $100/day for training consultant)	$ 800.00	
EQUIPMENT & SUPPLIES	$ 1,000.00	$ 1,000.00
TOTAL	$ 52,615.00	$ 51,695.00
COST/CHILD	$ 2,820.75	$ 2,585.00

NOTE: Transportation costs, which include the bus and the driver, are not delineated since they vary depending on the location of the replication site.

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